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ABSTRACT

The third volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on group dynamics and is divided into two separate documents. Like Volume One (EM 010 420), it is a self-instructional, syndactic text with discussion sections and criterion quizzes, but it also contains audiotape-panelbook sections. EM 010 425 is the second document of this volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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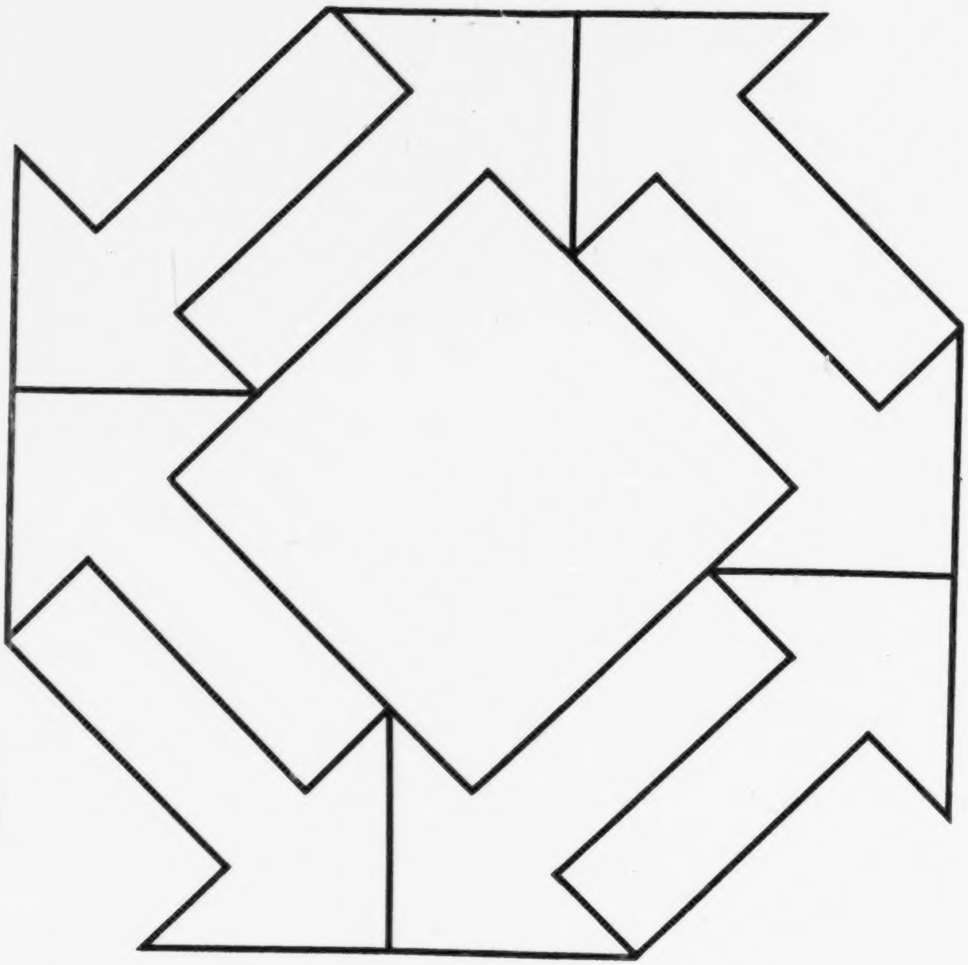

Introduction To Psychology And Leadership

Volume III-A

Group Dynamics

EM 010 484

ED 071282

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE

GROUP DYNAMICS

Segments I, II, III, IV & V

Volume III-A

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WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment I
Characteristics of Groups

Audio Panel Book
(HAPB)

WESTINGHOUSE LEARNING CORPORATION
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1971

FOREWORD

> *"I early found that when I worked for myself alone, myself alone worked for me; but when I worked for others also, others also worked for me."*
>
> *Benjamin Franklin*

Although a naval leader often interacts on a one-to-one basis with a follower, more often his efforts, influence, and orders must be directed toward followers who form the group he leads, a division aboard ship, a section ashore, or the entire crew of his command.

Individuals acting in concert are subjected to pressures and forces simply because they are not acting independently but are part of at least one group having a common purpose or mission. Part Three introduces you to the group, its purposes and characteristics, and the forces operating externally and internally which make the group dynamic and influence the leader of the group as he functions with it.

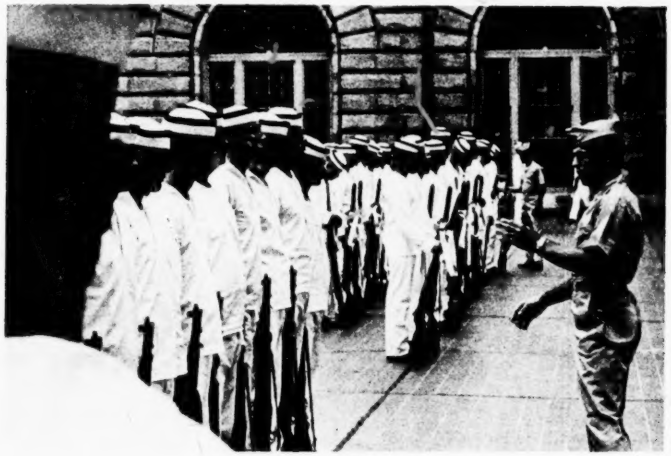
The society in which we live places most of us in a variety of groups. We are born into a group, the family, and proceed through various collections of people as we proceed through childhood play years, schools, employment and social organizations. Each group differs somewhat in membership, purpose, organization and, therefore, in its effect upon its membership. In the first segment, the group is analyzed to determine what it is, why it exists, and how groups differ from one another. The effect of group membership on the member is discussed, as are some of the requirements placed on a leader by the varying types of groups.

CHARACTERISTICS OF GROUPS

Item 1.

GROUP DYNAMICS

Item 2.



CHARACTERISTICS OF GROUPS

Question 1.

Which one of the following best defines a "group"?

a. A large or small number of people involving those who are related

b. Any large or small collection of related tasks which involve interesting people

c. Any collection of people who are related to each other by some common interest or attachment

d. Any collection of unrelated but interesting people who are interested in each other

Item 3.

CLASSIFICATION OF GOALS

1. ORGANIZATION GOALS
2. GROUP
3. PERSONAL GOALS OF THE FOLLOWER
4. PERSONAL GOALS OF THE LEADER

Question 2.

In our consideration of group characteristics, how should goals be classified?

a. Organization, private, leader's, follower's

b. Organization, group, follower's, leader's

c. Main, group, individual, special

d. Main, group, private, special

Question 3.

Which one of the following best describes the relationship of our four classifications of goals (organization, group, follower and leader) to leadership?

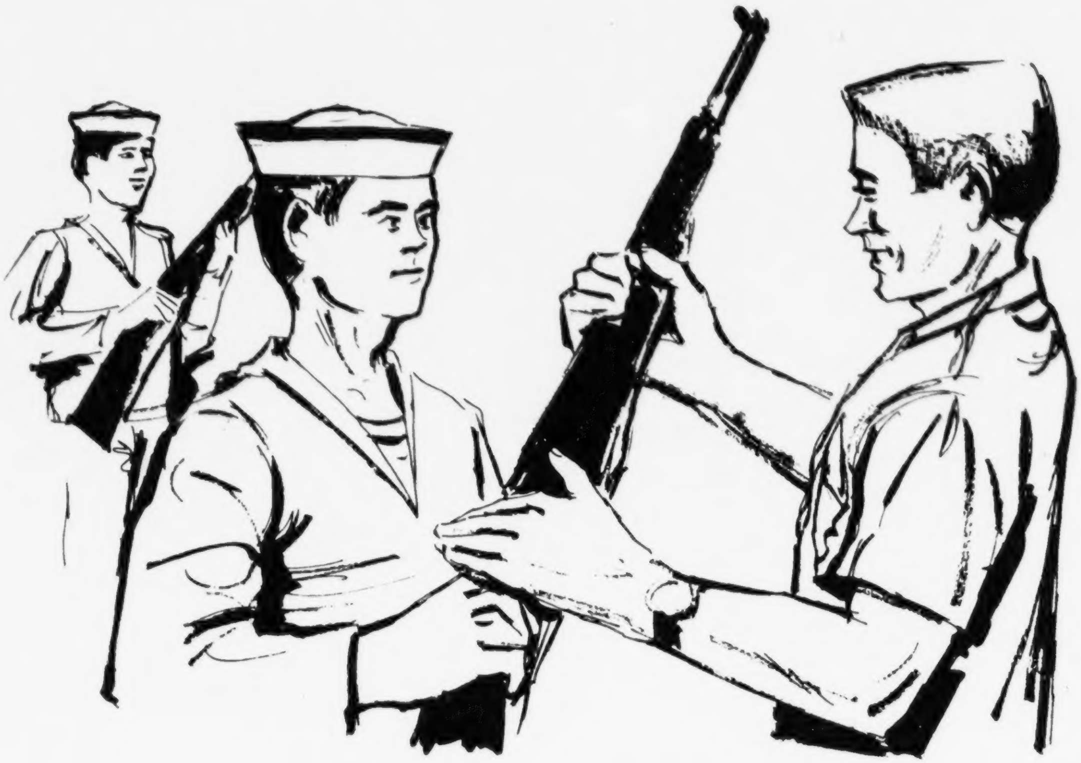
a. Attainment of goals determines how intensely group members will react to the leader.

b. Leadership activities are directed toward attainment of one or more of the four goals.

c. Leaders select the most important goal and pursue it exclusively.

d. Attainment of the four goals and leadership are separate and unrelated as such.

Item 4.



Item 5.

TWO MAJOR ROLES

1. TASK ROLE
2. GROUP MAINTENANCE ROLE

Question 4.

Which two major roles identify the function of the group leader?

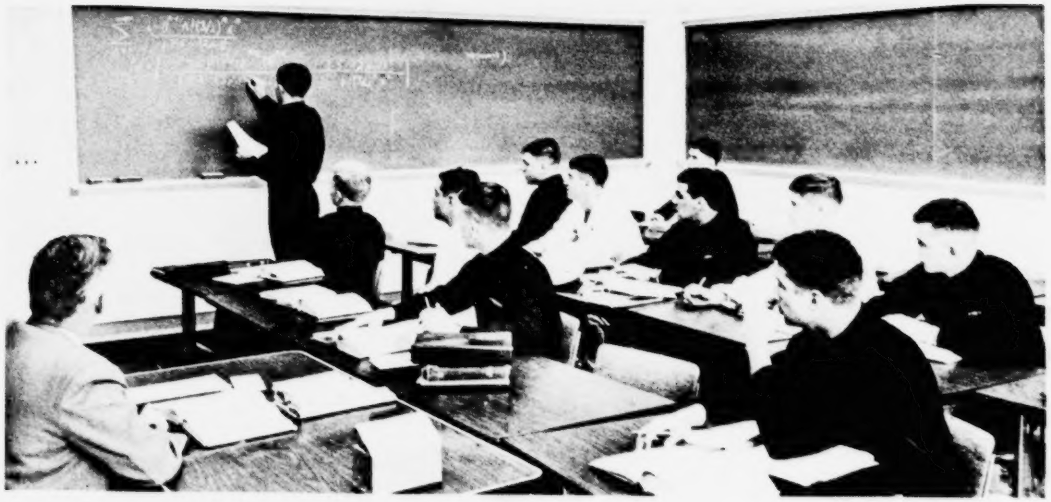
[✓ a. Task role and group maintenance role]

b. Healthy working role and mission accomplishment

c. Progress role and condition role

d. Morale role and group progress role

Item 6.



Question 5.

Which one of the following is most closely identified with the group task role?

a. Maintenance of order within the group

b. Internal feeling of the group toward a task

c. Outsiders opinions of the group

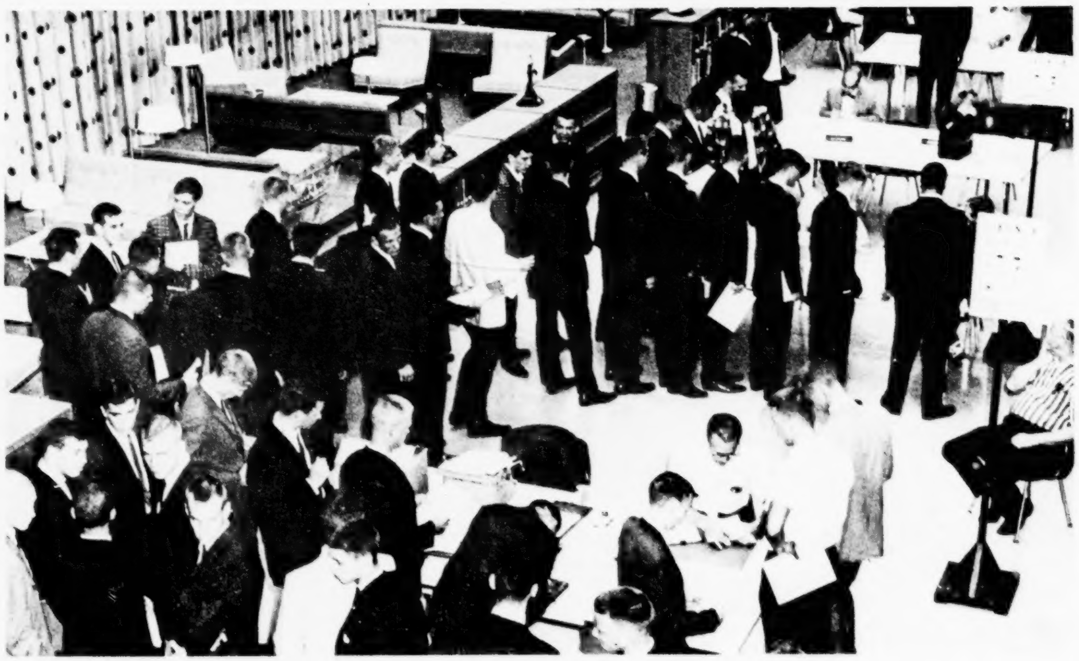
d. Functions for which the group is known outside of itself such as damage control

Item 7.

GENERAL GROUP CHARACTERISTICS

1. SIZE
2. ORGANIZATION
3. STRATIFICATION
4. CONTROL
5. PARTICIPATION
6. ACCESS TO MEMBERSHIP
7. STABILITY
8. PERSONAL RELATEDNESS
9. SUBGROUPS AND CLIQUES

Item 8.



Question 6.

Which of the following best identifies the group characteristics of: organization, stratification and control?

a. Some of the general characteristics by which all groups can be identified.

b. Characteristics by which only nonoperational groups generally can be identified.

c. Major characteristics of the task groups.

d. Characteristics found only in a group which has an autocratic leader.

Question 7.

Why is it important for a leader to know general group characteristics?

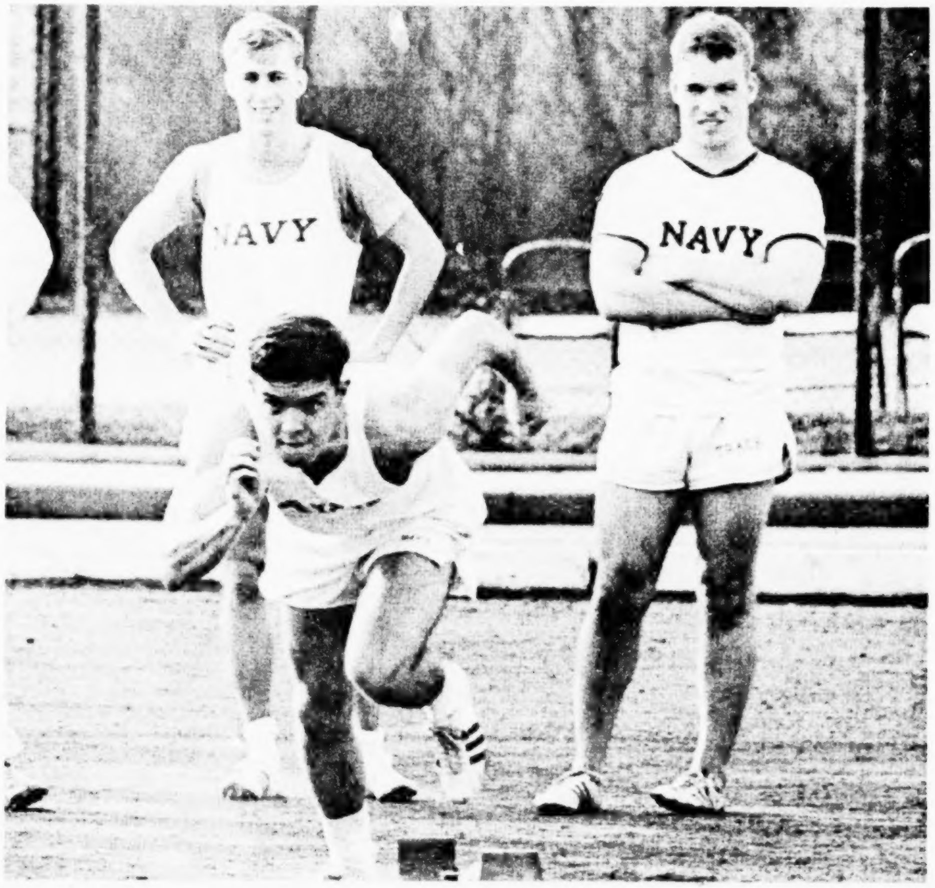
a. Enables the leader to deduce his task role

b. Aids group members to understand their relative positions

c. Aids the leader to understand the individual members

d. Provides a basis for pointing out group structure and dynamics--strengths, weaknesses and potentials

Item 9.



Item 10.

Question 8.

Which should be included in major types of groups?

a. Task groups
b. Social groups
c. Both a and b above
d. None of the above

Question 9.

Why do social groups exist?

a. To promote all kinds of good, healthy working conditions

b. To promote psychological well-being, enjoyment or adjustment of individual group members

c. To promote social affairs which occupy the time of groups members between task assignments

d. To promote self-enjoyment for any individuals who are group members

Item 11.

CHARACTERISTICS OF PRIMARY GROUPS

1. SMALL IN SIZE
2. FREQUENT INTERACTION AMONG MEMBERS
3. CONSIDERABLE INTIMACY AND PARTICIPATION

Item 12.

Question 10.

You find yourself to be a leader of a group which is small in size, has frequent member interaction and considerable intimacy, with participation among its members.

Which one of the following groups is this?

a. Subgroup

b. Task group

c. Secondary group

d. Primary group

Item 13.

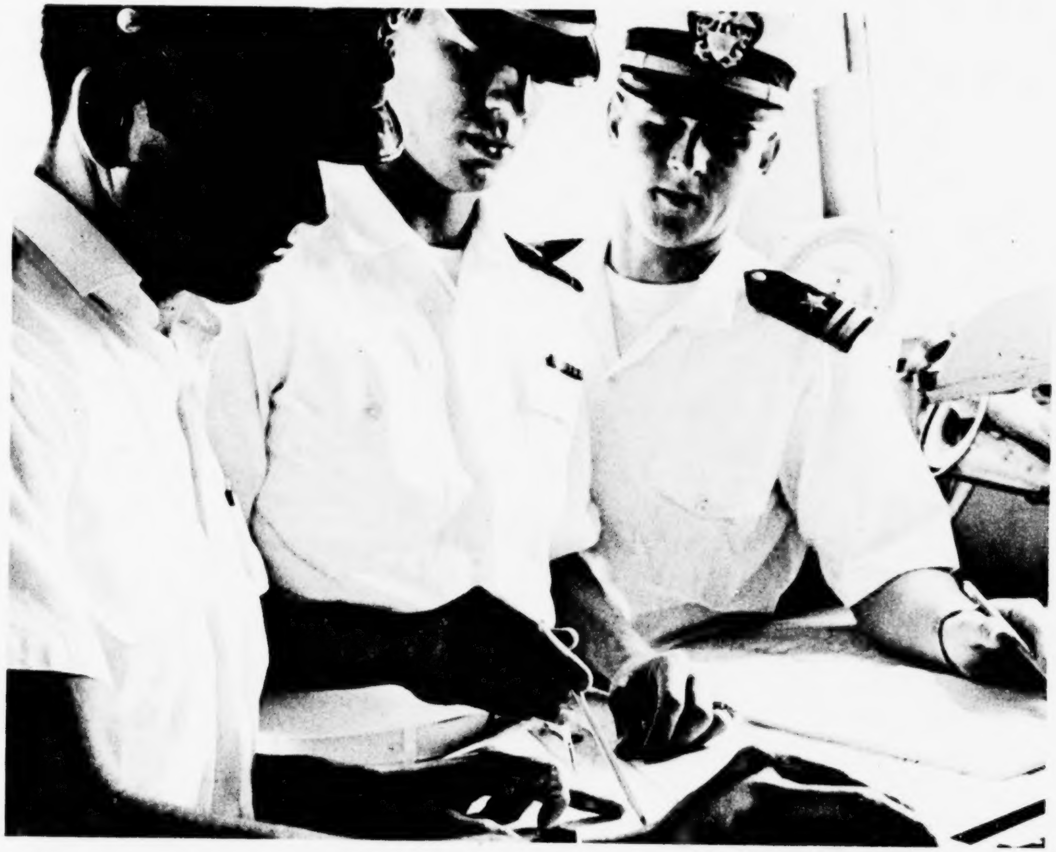
CHARACTERISTICS OF SECONDARY GROUPS

1. LARGER SIZE
2. LESS FREQUENT INTERACTION
3. LESS INTIMACY
4. USUALLY LARGE SCALE ASSOCIATIONS

Item 14.

PEER GROUP

Item 15.



Question 11.

Which of the following attributes are used to identify the secondary kind of social groups?

a. Large scale association, infrequent interaction and little intimacy among members

b. Large group, frequent member interaction, little real closeness among members

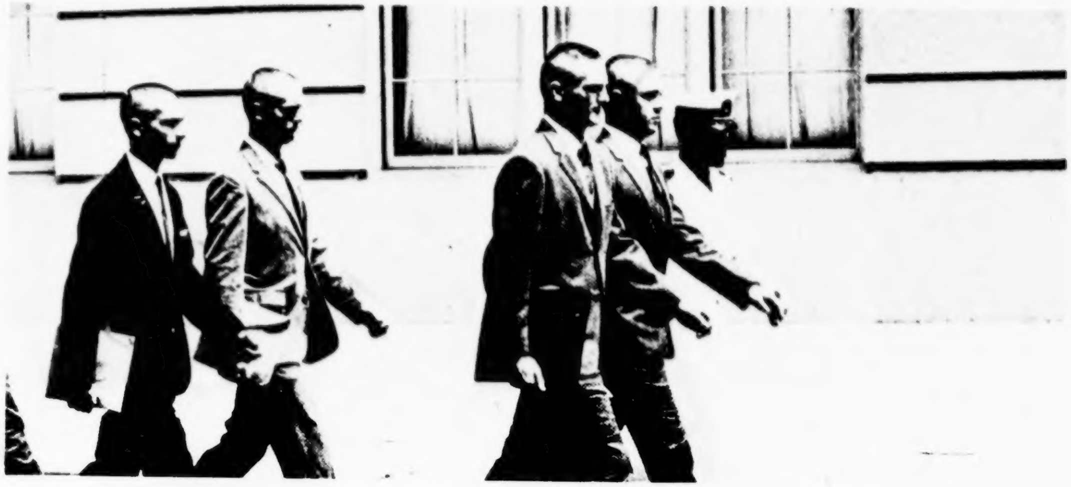
c. Individuals who have a large amount of influence on each other

d. A common goal which is shared such as by members of a football team

Item 16.

REFERENCE GROUP

Item 17.



Question 12.

By which criteria do reference groups demonstrate their importance?

a. Provide the individual with a basic knowledge of life

b. Establish specific standards to provide all necessary solutions to everyday problems

c. Provide standards for an individual's views and judgments

d. Provide no stimuli and are therefore stabilizing influences for the individual

Question 13.

Which one of the following should be identified as a "task group"?

a. A large group designed to do large jobs

b. A group which exists for the purpose of performing a task

c. A small unit which exists within the functioning social group

d. A large military unit

Item 18.

TASK GROUP

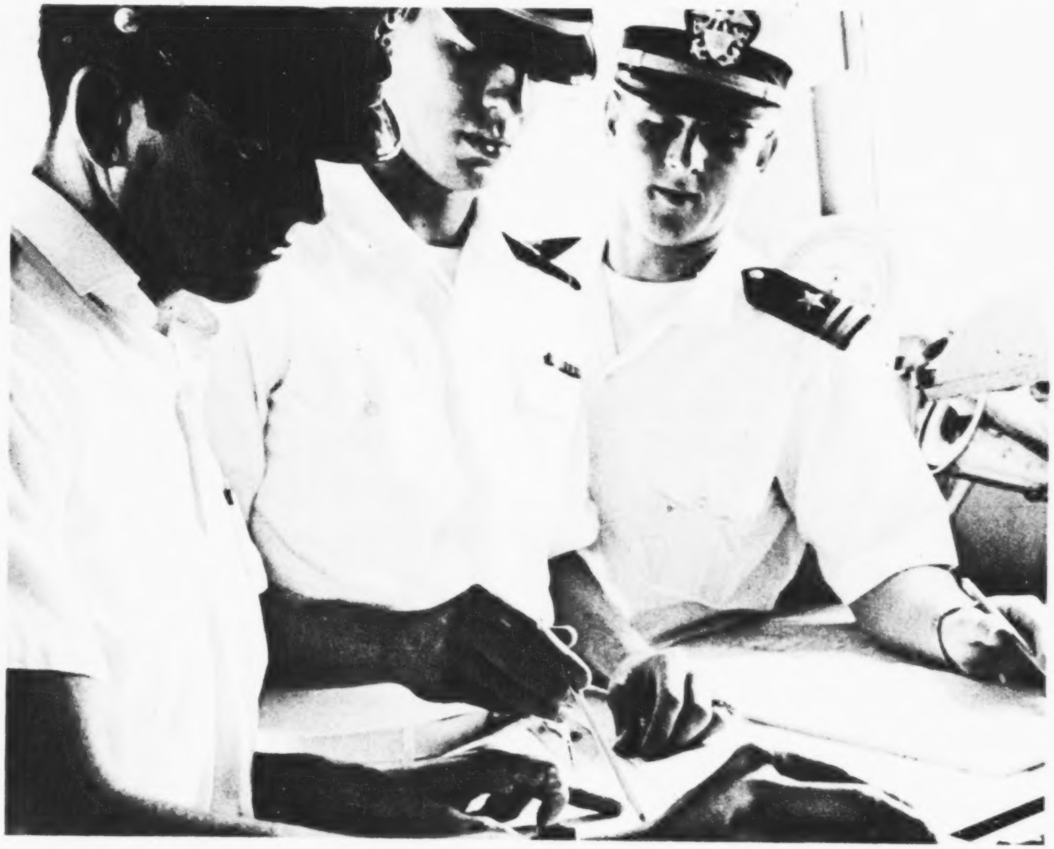
1. INTERACTING GROUP
2. CO-ACTING GROUP

Item 19.

INTERACTING GROUP

1. CLOSE COORDINATION
2. HIGHLY INTERDEPENDENT

Item 20.



Question 14.

Which one of the following is a characteristic of an "interacting group"?

a. Close coordination among members
b. Highly independent group members
c. Members who are loosely coordinated
d. Low interdependence among members

Question 15.

Which, if any, should be identified as a group maintenance role function of an interacting group?

a. To provide communication coordination

b. To provide task maintenance

c. Both of the above

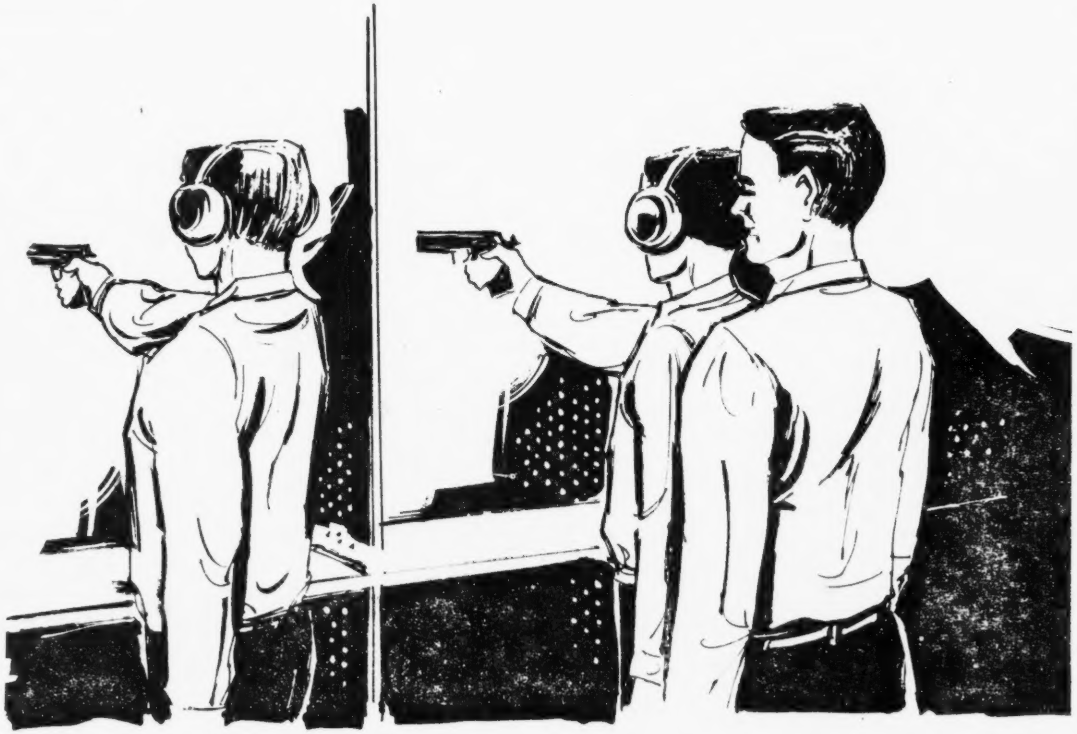
d. None of the above

Item 21.

CO-ACTING GROUPS

1. LITTLE NEED FOR COORDINATION
2. LOW INTERDEPENDENCE

Item 22.



Question 16.

Which one of the following should you avoid associating with "co-acting groups"?

a. Co-acting groups are a type of task group.

b. Co-acting groups require little leader coordination while the task is being accomplished.

c. Interdependence is low among co-acting group members.

d. A co-acting group leader develops member motivation by encouraging member rivalries.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment I
Characteristics of Groups

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

CHARACTERISTICS OF GROUPS

PROGRESS CHECK

Question 1.

The weapons department personnel of the USS Seaworthy are assembled at Quarters. The Weapons Officer has called them together to discuss antagonisms which have arisen between two of the divisions.

The objective of the Weapons Officer in leading this discussion is:

a. To fulfill his personal goal as a leader

b. To mark the success of the group so far

c. To maintain the group as a healthy working unit

d. To provide a reference guideline for the group

Question 2.

The Weapons Department on a destroyer consists of several discrete divisions. Each division in this department has specific tasks to accomplish in order to maintain department standards. And the department has a first term reenlistment objective to meet.

The objective of the Weapons Department to meet its first term reenlistment quota can be classified as:

a. A group goal

b. Fulfillment of the personal goal of the department head

c. A functional goal

d. An organizational goal

Question 3.

The bridge watch of a ship underway consists in part of the OOD in charge, a helmsman who steers the ship, a quartermaster of the watch who maintains a plot, and a boatswain's mate of the watch who passes the word. Each has his own job and performs under the supervision of the OOD.

The bridge watch can be best described as:

a. A stratified and organized formal small group with high participation

b. A stable, informal small group with a high degree of intimacy

c. A stable, formal group with little internal control and no access

d. An intimate, stratified small group with high participation and limited access

Question 4.

While loading stores, a group of seamen from one of the outstanding departments aboard ship began engaging in horseplay on the pier. They were observed by the Supply Officer who began to advance toward them. His approach was spotted by one of the seamen who immediately warned the group and they resumed their work.

Which of the following statements most accurately describes how the group exerted control over the behavior of its members?

a. By generating a desire on the part of the group to respond in a manner consistent with the group's established standards

b. By directing its members toward fulfillment of their personal goals and objectives

c. By permitting the group to be controlled by an outside agent (the Supply Officer)

d. By always keeping the group oriented toward mission accomplishment

Question 5.

A Marine rifleman in an infantry platoon is assigned to a fire team consisting of four men. The fire team is billeted together and conducts all its training together as a unit. There are three fire teams in each squad and three squads in each platoon.

Which of the following characteristics would distinguish the fire team as a primary group?

a. Complexity of interactions

b. Group size

c. Hierarchical position of the fire teams

d. Degree of stability

Question 6.

Which of the following choices most accurately describes the characteristics of secondary groups?

a. Provision of guidelines consistent with the standards of the group

b. Typically a large scale association involving infrequent interactions among its members

c. A large scale association involving frequent interactions among its members

d. Provides socialization as a primary means for eliciting adaptive responses

---

Question 7.

A young man from a middle-class family enters the U. S. Naval Academy and begins Plebe Summer. He is assigned to a company of about 120 plebes who are up at reveille and are kept moving until dark. It is important for him to do well. He does not desire to be one of those who can't make it.

Which of the following describes the best initial action the plebe should take in making the adjustment from civilian to Academy life.

a. Establish multiple relationships to integrate well into the secondary group but establish no close personal relationships.

b. Avoid becoming closely involved with and dependent on the secondary group

c. Establish relationships leading to a new primary group which is compatible with the secondary group.

d. Avoid being drawn into a close group relationship primary or secondary.

Question 8.

Which of the following statements describes the basis of the reference group concept?

a. A group which encourages behavior generally consistent with its standards

b. A group which may actually be a primary, secondary, social, task or peer group, but furnishes basic information on which to base views and judgments

c. Provides equal distribution of the group burden

d. Both a and b

Question 9.

The bridge watch of a ship that is underway consists of the OOD who is in charge, a helmsman who steers the ship, a quartermaster of the watch who passes the word. Each has his own job which he performs under the supervision of the OOD. On the basis of their activities, the bridge watch of this ship can be correctly described as:

a. An interacting social group

b. A reference group

c. A primary peer group

d. A task group

Question 10.

Which of the following characteristics most accurately illustrates a co-acting group?

a. A task group composed of highly interdependent and cooperative members

b. A task group requiring little coordination among group members in order to accomplish its goal

c. A collection of people with a common interest; a group which encourages behavior generally consistent with its standards.

d. Both b and c

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Three SEGMENT 1

REMEDIATION TEXT Audio Script - VOL III-A

ITEM	ANSWER	REMEDIATION REFERENCE
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2	d	Pages 3-4
3	a	Pages 6-10
4	a	Pages 7-9
5	b	Pages 6-7, 9-10
6	b	Pages 10-13
7	c	Pages 8-10
8	d	Pages 13-16
9	d	Pages 15-18
10	b	Pages 15-19
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment I
Characteristics of Groups

Audio Script
(LATS)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

CHARACTERISTICS OF GROUPS

Now look at Item 1.

The term, group dynamics, is attributed to the psychologist Kurt Lewin, who in the 1930's made a remarkable discovery about group interaction. Basically, Lewin saw that the change and movement toward desired social goals required the impetus of group acceptance and support. In other words, the individual by himself is inclined to change only to the degree that the group can influence him.

Taking Lewin's idea and expanding it, we come up with some reasons why group behavior has been studied so eagerly. First of all, since the small group is the instrument for performing useful work, small groups provide an appropriate model to understand problems of productivity. Secondly, on a microcosmic scale, the small group can provide insights into larger organizations. Thirdly, it is useful to examine how group influence has an effect on the attitudes and behavior of the individual. And finally, we can come to an understanding of individual motives, and styles of individuals relating to others.

Now look at Item 2.

You see group dynamics in action here with this midshipman leader directing his unit in close order drill.

Many complex relationships exist here. These relationships will be developed and explained in subsequent portions of the material. First some definitions are in order. A group is not merely a collection of people--such as may be found in a supermarket or in the street. A group is a specific collection of people who are related to each other by some common interest or attachment. Members of the group interact with other members and, of course, each person may be a member of several groups at the same time. You can contrast this definition of a group with the concept of an organization. An organization is defined here, as a large, fairly permanent social system designed to achieve limited objectives through the coordinated activities of its members. Implicitly, an organization is considered impersonal. Therefore, personal common interests are characteristic of the group.

Before we begin to explore some of the other characteristics of groups, a word of caution. We will attempt, in our discussion of group characteristics, to reflect some of the different facets of group behavior made by social scientists. We have been selective, and certainly not all inclusive.

First let's look at group goals and how the leader can help to achieve those goals.

Look at Item 3.

Common group interests and goals often identify a particular group and its leader. Because they are so important, goals should be classified. The goals assist in directing a group's efforts. And the leader must assist the group if the goals are to be effectively and efficiently accomplished.

There are basically four types of goals. A group may be a part of a larger organization, just as your midshipmen company is a part of a battalion--and the battalion is part of a regiment--and the regiment a part of the brigade. Each of these separate groups has goals relating to the larger organization, which are ORGANIZATION GOALS. Of course, not all the goals of a group are simply reflections or copies of the organization goals.

One of these Brigade groups may be marching in a special parade away from the Academy--or the group may be an athletic team--and therefore it will have its own, separate goals. The goals of each individual group are GROUP GOALS. Group members bring their personal goals with them just as you brought some of your own goals and interests with you when you entered the Academy. These goals have a bearing on the way an individual reacts and behaves as a member of a group. These individual predispositions are the PERSONAL GOALS OF THE FOLLOWER. Finally, in this classification, the group leader will have some of his own goals which are related to the group. These are personal goals such as the leader's desire to achieve recognition and promotion as a result of the excellence of performance of the group he leads. The leader carefully plans and supervises the execution of the group's tasks. He may reward them for good performance to provide incentive for continued good performance. His actions are designed to achieve the organization and group goals but may also be intended to help him achieve personal success--a PERSONAL GOAL OF THE LEADER.

Remember, a leader's goals are related to the group and their achievement is dependent upon group performance.

Now look at Item 4.

Remember Plebe Summer? Look at all the problem solving which welded the group into a well-trained unit. The plebe unit leaders provided close supervision and personal guidance to the inexperienced but well-motivated new plebes.

Now look at Item 5.

In attempting to help the group move towards its goal, the leader has to be aware of the importance of roles. The leader functions in TWO MAJOR ROLES affecting his group. He has a mission to be accomplished. The leader's actions and efforts toward accomplishing that mission comprise his TASK ROLE. In the military we refer to this as MISSION ACCOMPLISHMENT. For example, a statement familiar to midshipmen is "I am the Battalion Officer of the Watch (BOOW) tomorrow." Here, one task or mission--is to make sure that the Battalion Office carries out its routine administrative responsibilities. If the leader fails to accomplish his mission, he fails as a leader.

However, the leader cannot afford to narrow his interest only to the task role. He must deal with a delicate balance--he also must make sure that the group, in this case the battalion watch squad, maintains a healthy, working condition.

This brings us to the leader's second major role, a GROUP MAINTENANCE ROLE--involving several complex factors. The leader must achieve or maintain morale. He must also relieve excessive demands on individuals--and others. One thing that you found out as Battalion Officer of the Watch for the day, was that your job was easier when each watch squad member had an equitable share of the duties. Remember, maintenance of morale and esprit de corps is vital to effective leadership.

Now look at Item 6.

The task role in this situation relates to qualifying midshipmen for graduation and commissioning as officers in the Navy. Therefore, the task role is what the group is known for--and may be all that the group is known for outside of itself. The leader must assume his task role if he is to direct the group toward organizational goal accomplishment.

Let's review the group maintenance role now. This role may may be simply defined. It is what the group leader does to keep the group in working order--it is self-maintenance activity. Let's look at an example of poor group maintenance. A midshipman on summer training aboard a submarine observed what he considered to be questionable leadership on the part of a division officer. A quartermaster had been hard to awaken and was subsequently late in relieving the watch. The division officer was informed and took it upon himself to personally awaken the quartermaster. The division officer entered the compartment, turned on the overhead lights and yelled for the man to get up and prepare for the watch. The quartermaster rolled over and murmured, "in a couple of minutes." The division officer, angered by what he thought was disrespect and poor performance of duty, put the man on report. What had apparently happened was the man had not recognized the voice of his division officer. Because of this incident the crew developed a feeling of hostility and contempt for the division officer. Here group maintenance was affected and it is obvious that the officer's action affected both morale and esprit de corps.

Now look at Item 7.

Now let's state some obvious group characteristics. A group may be classified by its membership or size. Next, each group may be controlled and structured somewhat differently. Just as an intramural athletic group may have a relaxed set of rules--a varsity group's may be more austere--and a social group, yet another set of rules. These rules vary within all groups--but are characteristic of the group itself. Rules help to identify a group. Rules may represent variety in organization or the formal way in which the group operates. Rules may take the form of a constitution or by-laws. Thus, ORGANIZATION is the second general group characteristic. Now we have size and organization. Next, there is a structuring of relationships within any group. Also, you find a variety of relationships within any group. You have this in the Battalion Officer of the Watch example we mentioned earlier--you have it in every group you belong to, such as your squad--platoon--company. Your role is represented by grades, titles and ranks. The very fact that you identify someone as a leader or group member is indicative of role. Thus, we add STRATIFICATION, or the layering within a group, to size and organization.

Belonging to a group implies acceptance of CONTROL, the fourth characteristic on the list. Groups vary widely in the degree to which they exercise control over the behavior of group members. The small group of close friends to which you belong controls your actions less rigidly than the squad or platoon of which you are a member. Control is more formalized in the latter case because the leaders have been delegated authority to control the members. Your friends can exert social pressure to attempt to control your behavior and this is indeed a very strong force in most cases. The social pressure, however, lacks formal sanction and therefore is a different form of control.

Communication is another variable within different type groups. In some groups such as a midshipman formation, this communication is strictly formal and information is relayed in set channels. On the other hand, this same group has a profoundly different pattern when they are present in a stadium during an athletic event.

The permitted--or expected degree of PARTICIPATION is the fifth general group characteristic. When you decided to make application for acceptance at the Naval Academy, you had to meet certain standards. If you decided to try out for the football or basketball team at the Academy, you were required to have additional qualifications. Certain physical and mental standards are required for midshipmen and different standards are set for other members of the military forces. (Pause)

Now look at Item 8.

Behavioral standards were defined for you as part of your indoctrination to the Academy. Failure to meet such standards incurs penalties and, to the extreme, sufficient deviation from these rules is reason for expulsion from that group. Such rules are representative to a degree for any group. (Pause)

Return to look at Item 7.

We can say that EASE OF ACCESS to membership in the group, that is, how easy or difficult it is to become a member is the sixth group characteristic.

The number of midshipmen who are accepted in each class is designed to provide a certain proportion of the total Navy requirement for officers. You incurred a certain service obligation when you accepted your appointment, You are a group member who maintains the continuity of membership, as all groups must do. Each group is, therefore, identified by its STABILITY, the seventh factor. Group members also relate to each other. A degree of satisfaction from belonging to a group is derived from the success achieved by the group. If your platoon has been outstanding, this means a lot. Group members relate to one another on a personal basis to varying degrees. All groups then demonstrate a degree of PERSONAL RELATEDNESS which is the eighth characteristic of the group.

Finally, a group is characterized by the degree to which it fragments--subdivides into smaller units--and by the degree to which these smaller units may be in conflict with one another. You may have noticed a tendency among plebes during the early stages of their Academy life to band together. This cohesion may be along sectional lines--parts of the country in which they lived--along racial lines--along religious lines--along educational lines. Interests of one group could conflict with those of another--or of the main group. You saw how you and others were required to convert this divisiveness into cohesiveness for the good of the whole effort. Lastly, then, we can say that a group is characterized by its SUB-GROUPS AND CLIQUES.

Having cleared away some of the more general characteristics of groups, we can now take a look at types of groups. Groups serve different functions and provide for different needs. You recognize a group such as a "scuba group" or a "debating group" having specific social values. These values are different from the group with which you are associated in the classroom. The scuba group and the group with which you were associated on the bridge of a ship during training maneuvers, serve a work function as TASK groups. Each group has its place and sometimes the same personnel will find themselves functioning in one and then the other of the two types of groups.

Now look at Item 9.

Social groups exist to promote psychological well-being--enjoyment--or--adjustment of individual members of a group. Surely, when you engaged in such extracurricular activities as this, you derived these benefits.

Now look at Item 10.

Social groups are of many types. Your own family is one such group. Families provide situations and influences which are important for the growth and development in our personal lives.

There are two major subdivisions of social groups. They are the PRIMARY groups and the SECONDARY groups. Primary groups tend to change for you as you mature in growth and development. (Pause)

Now look at Item 11.

Primary groups have certain identifying characteristics. The number of members in primary groups is limited. So, we classify primary groups as small in size. Limitation in numbers is seen in one primary group such as the family group (shown in Item 10)--those you consider to be included in your immediate family. Here, as in all primary groups, there is a characteristic frequency of interaction among the members. (Pause)

Now look at Item 12.

You also have considerable interaction among groups of your peers at work, such as in this instance where officers have gathered to compare experiences during a post exercise critique on board ship.

Refer again to Item 11.

Within the small-size primary groups which have frequent interaction among the members, there is also found considerable intimacy and participation. (Pause)

Refer again to Item 9.

Shipmates and team members are included in such primary groups. They have all the necessary qualifications or characteristics. (Pause)

Primary groups exert the most important, formative influences on our lives. They shape us and civilize us. This is called the socialization of the individual. The socialization process is significant. SOCIALIZATION IS THE PROCESS BY WHICH THE INDIVIDUAL LEARNS TO BEHAVE AS PRESCRIBED BY HIS PRIMARY GROUP, AND LEARNS TO ADJUST IN RELATIONSHIP TO OTHER PEOPLE. Consider the influence which your family had on you as a child--this is an example of socialization. In all interactions there are both "positive" and "negative" consequences provided. With the passage of time and experience, there are new influences as your different primary groups interact with your experience. Each primary group with which you associate expects different behavior from you. Thus, behavior has become a very complex system in an adult.

Behavior is also influenced by secondary groups made up of social types. (Pause)

Look at Item 13.

We shall examine the characteristics of secondary groups by comparing them to primary groups. Since we identified the size of the primary group as small, you could infer that the secondary groups are larger in size. You have probably participated in a larger group of midshipmen while they were enjoying a basketball game, a football game, or other large scale group activities. Because of the very size of the group indicated, you can also infer that there is less frequent interaction among the group members. Obviously if you consider the interaction which leads to conformity and adjustment within a midshipmen class group, there has to be less interaction among all members of that group. And, too, because of the infrequency of interaction, it is probable that less intimacy is involved. Consider the social potentials of such a large group as a church organization, business corporation, or military organization. These are large scale associations. They are important social groups --yet as secondary groups they differ from the primary social groups. There are other groups which are part of the social group structure--and yet, as a concept, should be studied somewhat separately. These are the concepts of both peer groups and reference groups. (Pause)

Now look at Item 14.

The peer group concept holds that individuals are more directly influenced by their peers than by other elements of their environment. Peers are identified as your contemporaries--or your apparent equals. Peers exert their powerful influences at a very early age. First, friends and then classmates begin to play important and influencing roles in your life.

Now look at Item 15.

Peer groups influence responses which are CONSISTENT with THEIR standards such as speech--dress--conduct--and others.

Your present behavior is being influenced by your peer groups--midshipmen of your class or close friends of your age group. (Pause)

Groups, then, provide behavioral guidelines--furnish knowledge--influence judgments, about how you are to react--how you are to behave in YOUR world. (Pause)

Now look at Item 16.

Peer groups do this in face-to-face interaction. Reference groups, on the other hand, accomplish this influence without face-to-face interactions. Reference groups are often synonymous with secondary groups. Reference groups are those with which individuals willingly identify and share values and beliefs. Whether the Boy Scouts or the Mafia, this type of group provides a frame of reference for goals and ideals; hence, it is called a REFERENCE GROUP. Several types of reference groups may be concurrently impacting upon you. (Pause)

Now look at Item 17.

The newly arrived midshipman adopts as his reference groups fellow midshipmen or his instructors. He hears Navy jargon, phraseology and nautical speech. And, he is positively or negatively reinforced by verbal approval or disapproval when he responds using this new type of speech. He, thus, learns to discriminate, to see, to hear and to react to stimuli affecting his reference group. He is reinforced differentially when HE responds AS THE GROUP DOES. (Pause)

At this point the significance of the reference group should be stressed. This idea is one of the most important for understanding human behavior. Questions are constantly being posed: "What makes us react the way we do?"; "What frame of reference are we using at this moment?" Such questions are best answered by determining WHICH reference group provoked the specific response. (Pause)

Reference groups may differ from your group on a particular issue. Remember, that reference groups are ANY group which provides a FRAME OF REFERENCE for an individual's views and judgments. These groups may be--but do not have to be--primary groups, secondary groups, social groups, task groups or peer groups. A reference group may be one of which the midshipman is a member.

We have discussed one of the two major types of groups, the SOCIAL group. Social groups were subdivided and you learned that they contained primary groups and secondary groups. You learned of the importance of the concepts of peer groups and reference groups. (Pause)

Let us turn now, to the second of the two major types of group classifications--TASK groups. Task groups exist for the purpose of performing a task. They usually are sub-units of larger organizations. (Pause)

Now look at Item 18.

There are two major kinds of task groups. They are interacting groups, and co-acting groups. (Pause 3 sec)

Now look at Item 19.

The interacting groups have exacting demands upon their members. They require close coordination among members who work very closely with each other--and each member is highly interdependent upon the other members. They constantly interchange stimuli which are related to the task at hand. (Pause)

Now look at Item 20.

The effective leader must coordinate task functions, but he must also maintain the group in a healthy working condition. This coordination is especially important in an interacting group--one whose members are largely interdependent. Without coordination, the task function cannot proceed harmoniously and without interruption. But sometimes this demands that the group obtain special training and practice before it can achieve this smooth flow of work. In the interacting group, the interdependent members must respond to new stimuli and proceed from one part to another part of the overall task. Sometimes the members have to be taught how to respond to new stimuli--they have to learn a new step.

Thus the leader may be required to train the members and this may mean that he needs to provide guidance tools.

A checklist can be one of the tools which are used to improve a member's responses. This may tell the member where he should look next to find the appropriate stimuli.
You may have seen how a football quarterback sometimes has had to "eat" the ball when coordination "failed" and the offensive line provided inadequate protection because one or more members reacted too slowly. Each member of the group must selectively produce stimuli and react to stimuli--so that he and others accomplish the task. If attention is misdirected to an unrelated set of stimuli--or an incorrect response is made--then, forward progress STOPS. Here, failure or disaster could result. Anything like that generates others to direct punitive--or corrective--actions toward the whole group. It is important to remember, however, that any group, especially an interacting group, must maintain itself in a healthy working condition. It is the leader's responsibility to train and coordinate the functions of the members. . . But it is also important that he maintain the group in a healthy working condition. (Pause)

Task groups have closely coordinated, highly interdependent subgroups which interact. Also, they have co-acting subgroups, smaller parts which act more independently.

A research and development project would have examples of interacting groups--where one group's responsibility might be the basic research for a new weapons system, another would have responsibility for the data processing project requirements, a third group would be responsible for actual production and a fourth for testing and shakedown evaluation. All four groups, while performing independent tasks, are dependent on one another for information, feedback and specifications. Within those major groups, however, there could be co-acting subgroups, who could perform some function of development without ever requiring coordination outside of their group. (Pause)

Now look at Item 21.

The co-acting groups also work together on a common task. But, here, there is little close coordination required. And, each member is relatively independent. There is low interdependence, as each member does his work. (Pause)

Now look at Item 22.

The pistol team is one example of a co-acting group. The score of the team is the collective sum of the scores of the individual members. A bowling team is another example of a co-acting group. Discriminative stimuli are NOT necessary requirements among the members. There is LOW interdependence among the members. As they perform task functions, each member is relatively on-his-own. His performance relates to his own ability, skill, and motivations. This does not rule out the fact that his group does support him--or guide him--when he is off the line. These are necessary aspects for his training--and they are an important influence on his ability, skill, and motivation.

There is little need for a co-acting leader to coordinate while the task is being accomplished. Leadership of a co-acting group has TWO major purposes. First, the leader offers training and develops individual member motivation which encourages each member to perform up to his highest level. Second, the leader functions to avoid the destructive rivalries which often develop among group members. (Pause)

In summary, we have discussed goals of the group, the roles of the leader in the group, characteristics of groups, and finally some of the standard classifications of groups.

This concludes Part Three, Segment I.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment II
The Relationship of the Leader to the Group

Audio Panel Book
(HAPB)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

"As long as man is human, we
shall have to count on men."

Captain R.A. Hopwood, R.N.

The naval service places its members in various groups and requires its leaders to exercise effective leadership of specific groups. People in groups behave differently from the way they behave as individuals. This difference results from the lateral forces introduced in the previous segment and vertical (leader-to-follower and follower-to-leader) forces which comprise group dynamics. These vertical forces of group dynamics, such as the power of the leader and his ability to influence his followers, are analyzed herein to clarify the relationship of the leader to his group. The use of sociograms to analyze group relationships is also examined.

THE RELATIONSHIP OF THE LEADER TO THE GROUP

Item 1.

GROUP DYNAMICS REFERS TO THE FORCES BOTH INTRINSIC AND EXTRINSIC TO THE GROUP, WHICH DETERMINE THE BEHAVIOR OF THE GROUP AND ITS MEMBERS.

Question 1.

Which one of the following statements should be used to define group dynamics?

a. Intrinsic strengths of the group which determine behavior of the group and its members

b. Fundamental elements which determine the behavior of the group and its members

c. Forces, both intrinsic and extrinsic to the group, which determine the behavior of the group and its members

d. Relationships among the members of a group and its leader

Question 2.

As a potential leader, why is it important that you understand groups and the forces which act on these groups?

a. Most naval leadership situations are group confrontations.

b. If a leader can control a group he can control individuals.

c. If you lack an understanding of the principal social and psychological forces which affect a group you cannot lead effectively.

d. A leader's effectiveness is measured by the interpersonal relationships that exist between himself and individual group members.

Question 3.

Select the important skill(s) that a leader should strive to develop in order to understand his particular group.

a. Skill in observing and recognizing forces affecting group behavior

b. Skill in diagnosing himself and his relationships with groups

c. Skill in applying behavioral principles to influence and control group behavior

d. All of the foregoing skills

Item 2.

DETERMINERS OF GROUP PERFORMANCE

1. LEADER'S STYLE
2. NATURE OF THE SITUATION

Item 3.

LEADERSHIP STYLES ARE DEFINED AS THE MODES OF INTERPERSONAL BEHAVIOR BY WHICH LEADERS ATTEMPT TO EXERT INFLUENCE AND CONTROL.

Question 4.

How should you identify the interpersonal behavior by which a leader attempts to exert influence and control?

a. Leadership behavior

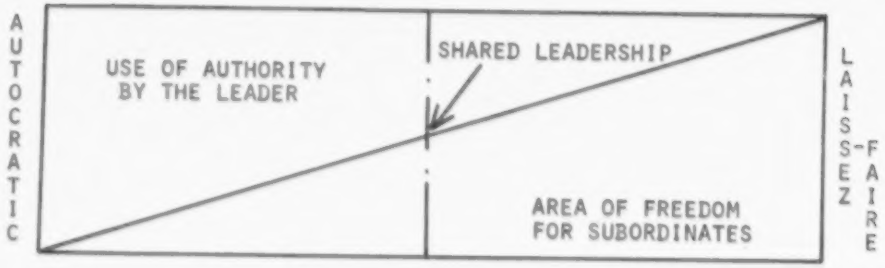
b. Styles of communication

c. Leadership styles

d. Behavior styles

Item 4.

LEADERSHIP STYLE CONTINUUM


AUTOCRATIC
USE OF AUTHORITY BY THE LEADER
SHARED LEADERSHIP
AREA OF FREEDOM FOR SUBORDINATES
LAISSEZ-FAIRE

Question 5.

Which leadership behavior is most closely associated with the average leader's style?

a. A passive form of leadership called "laissez-faire"

b. Leadership based on the needs and ideas of the group members

c. Centralized authority of autocratic leadership

d. Decisive leadership which recognizes needs and permits the ideas of group members to contribute

Item 5.

FACTORS INFLUENCING LEADERSHIP STYLE

1. TRAITS OF THE LEADER
2. NATURE OF THE GROUP
3. NATURE OF THE SITUATION

Question 6.

What factors influence leadership style?

a. Traits of the leader

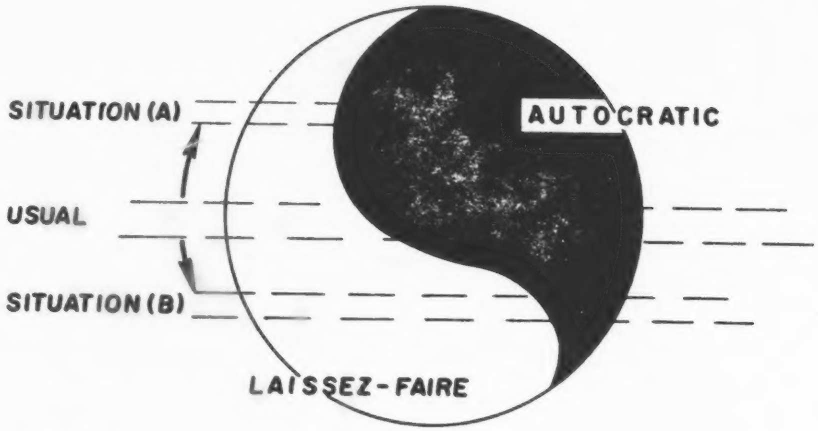
b. Nature of the group

c. Nature of the situation

d. All of the above

Item 6.

THE EFFECTIVE LEADER ADJUSTS HIS STYLE TO THE SITUATION; HE MAINTAINS A FLUID POSITION AT ALL TIMES.


SITUATION (A)
AUTOCRATIC
USUAL
SITUATION (B)
LAISSEZ-FAIRE

ANOTHER CONCEPT OF THE LEADERSHIP STYLE CONTINUUM

Item 7.

FACTORS DETERMINING THE LEADER'S INFLUENCE ON THE GROUP

1. LEADER'S POSITION POWER
2. NATURE OF THE TASK
3. INTERPERSONAL RELATIONSHIP BETWEEN THE LEADER AND HIS MEN

Question 7.

Which one of the following best defines a leader's position power?

a. The degree of authority which has emerged from his status within the group

b. The degree of authority which has been assigned him as a result of his official status

c. The status of the leader regardless of the degree of his authority

d. The mark of the leader's ability to get things done

Item 8.

FACTORS DETERMINING THE LEADER'S INFLUENCE ON THE GROUP

1. POSITION POWER
2.
3.

Question 8.

What should be considered most applicable to leader position power?

a. The lower the position power, the greater the range of potential reinforcers.

b. The leader's personal characteristics play a greater role in positions of low-power than in position of high-power.

c. Both of the above

d. None of the above

Question 9.

Why should a leader strive to develop expertise in tasks performed by his group?

a. An officer should always know how to do a job better than the men he supervises.

b. So that he will not be embarrassed if a subordinate asks him a question

c. It directly relates to his effectiveness in motivating his group to do the task.

d. The more he knows about everything, the better are his chances for advancement.

Item 9.

FACTORS DETERMINING THE LEADER'S INFLUENCE ON THE GROUP

1. LEADER'S POSITION POWER
2. NATURE OF THE TASK
3.

Item 10.

IF THE TASK IS HIGHLY STRUCTURED, THE LEADER'S INFLUENCE ON THE MEMBERS' BEHAVIOR IS GREATER.

Question 10.

Which one of the following best illustrates the relationship between structured or unstructured tasks and leadership?

a. A leader has great influence when tasks are structured.

b. A leader has great influence when tasks are unstructured.

c. Tasks are structured when a leader has great influence.

d. Tasks are unstructured when a leader has great influence.

Question 11.

How should you interpret interpersonal relationship between a leader and his group?

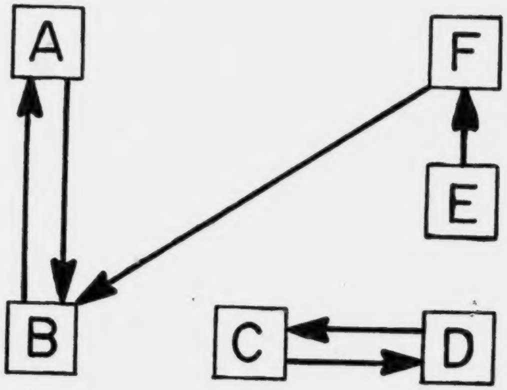
a. A leader is more effective and influential when he seeks to satisfy the Navy's needs.

b. Interpersonal relationship between the leader and his group is inversely proportional to his rank.

c. A leader's influence increases as he understands and satisfies the needs of his men.

d. The more involved the leader is in activities, the fewer reinforcers there are available.

Item 11.



SOCIOGRAM

Question 12.

How should the word "sociogram" be best defined?

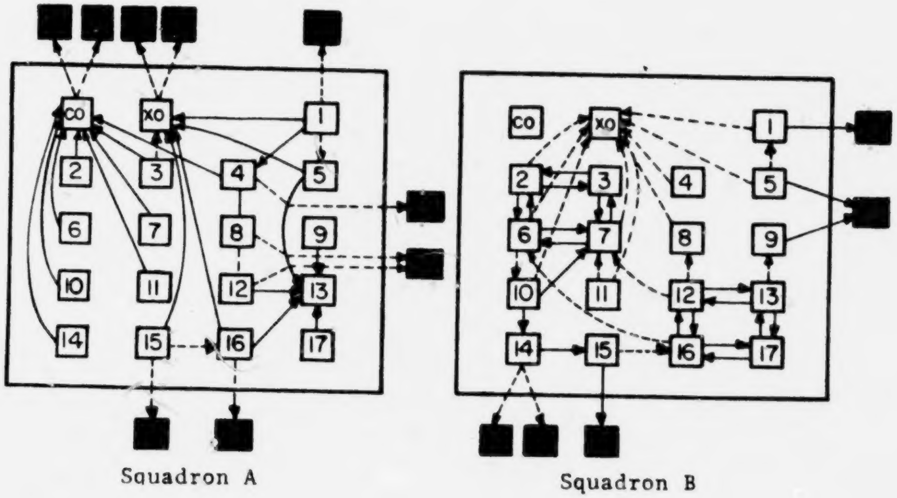
a. It is a diagram which may indicate the relations among members of a group.

b. It is a chart which shows all of the preferences of the members of the group.

c. It is a psychological test which measures the group relatedness of members.

d. It is a diagram which shows the social relations of one group with another.

Item 12.


CO
XO
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15
16
17
Squadron A
Squadron B

NAVY SOCIOMETRIC STUDY

PREFERRED PARTNER CHOICES
REJECTED PARTNER CHOICES
OUTSIDE THE GROUP
WITHIN THE GROUP

Question 13.

Which of the following best describes the differences between Squadron A and Squadron B as revealed by the sociograms?

a. Squadron B is more cohesive than Squadron A.

b. Squadron A has no cliques and relationship between the leaders and members is good.

c. There is better relationship between the leaders of Squadron A and B than between the members.

d. The revealed differences between the two Squadrons are minor and relatively insignificant.

Question 14.

As a leader, what should you not expect a sociogram to reveal?

a. The degree of closeness within your group

b. The degree of solidarity within your group

c. Your relationship to the group members

d. The solutions to problems within your group

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment II
The Relationship of the Leader to the Group

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

THE RELATIONSHIP OF THE LEADER TO THE GROUP

PROGRESS CHECK

Question 1.

Which of the following statements correctly describes the relationship between leadership and group dynamics?

a. The nature of the situation and its effects upon the group is the major determinant governing leadership.

b. The leader determines the behavior of the group according to its purpose and inherent goals.

c. The leader discerns his course of action by considering the interpersonal relationships among group members.

d. The leader determines his course of action through assessment of internal and external forces affecting the group.

Question 2.

Acquiring a good knowledge of group dynamics will enable the leader to:

a. Skillfully observe and discern the quality of various critical forces affecting the group at any particular time.

b. Readily recognize the elements which affect his relationship with the group.

c. Present himself to the group in the most favorable light, gaining prestige and enhancing group morale.

d. Understand the critical internal forces which affect the interpersonal relationship of group members.

Question 3.

ENS Mitchell is the Deck Division Officer aboard a newly commissioned ship. After extensive training in general quarters drill procedures, the ship executed its first general quarters drill and many of the men in the Deck Division reported to the wrong station. ENS Mitchell called the men of the division together and went over the drill procedures again in detail, indicating forcefully that any further foul-ups would be a subject for an official report. On subsequent drills the men of the Deck Division performed perfectly. Several months later when the ship was on station off the coast of North Vietnam and came under fire of shore batteries, the men again showed confusion in executing general quarters.

Which of the following factors probably contributed most extensively to the performance of the group in a combat situation?

a. The consistent forcefulness by the leader, during drill situations, directly contributed to the ineptitude of group members during general quarters in a combat situation.

b. The authoritarian leadership style adopted by the leader following a general quarters foul-up contributed to a similar breakdown during a critical situation.

c. The threat of being put on report became less significant as combat became imminent and personal concern and survival dominated the group goals of mission accomplishment.

d. The inconsistencies of the leader during drill periods led to confusion during a combat situation.

Question 4.

During a bridge watch in rough weather on an aircraft carrier, the Conning Officer, an ensign, notices that the ship's heading is 5° off course and snaps out, "Mind your helm!" The quartermaster of the watch later takes the helmsman aside and says to him, "You've got to take her as much to the left as she falls off to the right. Be sure you stay alert. Okay?"

Which of the following factors affected group performance?

a. Autocratic style used by the ensign

b. The rough weather

c. The traits of the quartermaster

d. All of the above

Question 5.

While attempting a landing on an aircraft carrier, an F4B missed its target on deck, bounced over the arresting gear, and crashed into two armed aircraft waiting their turn on the catapult. Aware of the possibility of explosion in the fire, the flight deck crew immediately scattered for cover. The Flight Deck Officer, however, manned the closest fire hose and began fighting the fire. A much-chagrined crew soon rallied to his side and quickly extinguished the blaze. No explosion occurred. All three pilots escaped with only minor injuries.

Which of the following statements best describes the nature of the leader's influence over the group in this situation?

a. The leader's high position power commanded the group's respect and subordination.

b. The leader, functioning as a source of reference, influenced the group's performance.

c. The amount of knowledge exhibited by the leader in this situation helped increase the influence of the group.

d. The nature of the situation helped to increase the leader's influence over the group.

Question 6.

The department head controls liberty, allowing those who finish duty assignments to go on liberty. His division officer, however, is unable to give or take away liberty privileges.

Which of the following statements correctly describes the division officer's influence in the example above, based on the factors which strengthen or mitigate the sources of the leader's influence?

a. The leader's position power is determined by how well his subordinates identify with him.

b. The leader's position power determines the degree of positive reinforcement and punishment he has at his disposal, but not necessarily the degree of performance he gets from his group.

c. The leader's position will be the most effective influence on his power. The higher the position power the greater performance the leader gets from his group.

d. The leader's position power is determined by the degree to which he is expert in performing a particular task as this affects his effectiveness in getting the group to perform the same task.

Question 7.

Select from the following choices, the statement which best describes the positive result of a highly structured task.

a. A highly structured task typically elicits a laissez-faire leadership style.

b. A highly structured task generally provides the leader with a limited accessibility to reinforcers.

c. The group involved in a highly structured task requiring specified procedures typically provides direct support for its leader.

d. The leader directing a highly structured task develops little influence and authority over the behavior of the group.

Question 8.

On small ships, radiomen generally stand watches alone in the radio shack. Further, unless closely monitored, there can be no assurance that the man is alert and has correctly copied messages intended for the ship from the broadcast network. Messages missed by one operator may be picked up on a repeat broadcast, and the second radioman may cover the first man's error so that it is not always evident that a message was previously missed because of carelessness.

Select the statement which correctly describes the degree of influence, and reason for the influence, the leader is likely to have over group behavior in the example above.

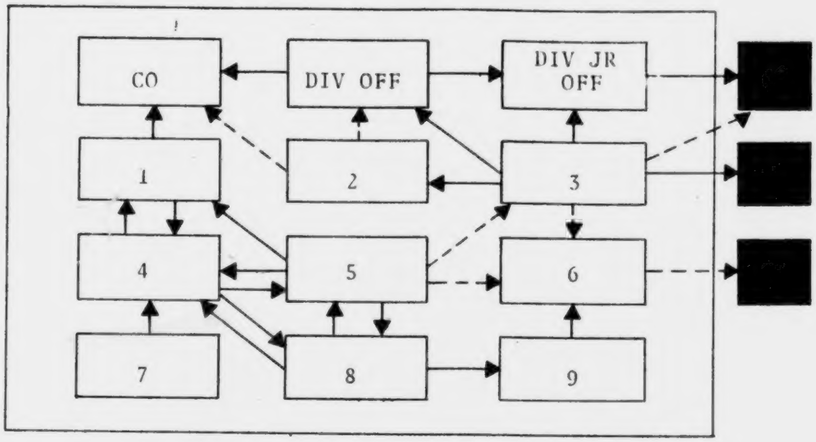
a. Great because the task is structured

b. Small because the task is unstructured

c. Great because the task is unstructured

d. Small because the task is structured

Question 9.



(SOLID BLOCKS REPRESENT PERSONS OUTSIDE THE DIVISION. SOLID LINES = POSITIVE CHOICES; DASH LINES = NEGATIVE CHOICES.)

Which of the following statements best describes the nature of group interactions suggested by this sociogram?

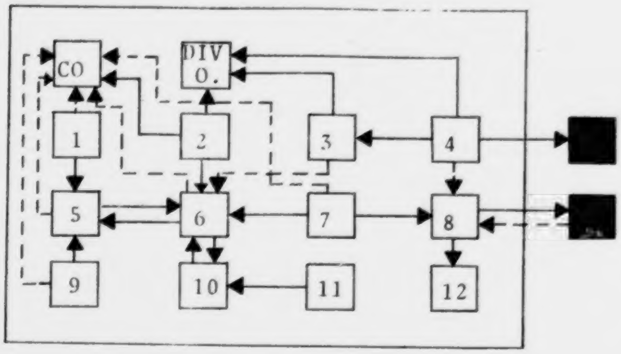
a. Development of subgroups within the squadron is likely to increase cohesion among all of its members.

b. Allegiance within squadron subgroup is greater than allegiance to division officers.

c. A clique is developing to form a subgroup within the squadron.

d. Both b and c above

Question 10.



(SOLID BLOCKS REPRESENT PERSONS OUTSIDE THE DIVISION. SOLID LINES = POSITIVE CHOICES; DASH LINES = NEGATIVE CHOICES.)

Select the statement which best describes the performance expected from this group on a mission.

a. Disorganization in the group would tend to preclude good performance on the mission.

b. The presence of subgroups is essential in organizing other members of the squadron to perform well on the mission.

c. The men will perform well on the mission because of the formal leadership in effect.

d. Cohesion among members will increase the group's probability of achieving the goals of the mission.

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PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Three SEGMENT II

REMEDIATION TEXT Audio Script - VOL III-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	d	Pages 1-2
2	a	Pages 1-2
3	c	Pages 6-10
4	d	Pages 6-10
5	b	Pages 10-12
6	b	Pages 7-10
7	c	Pages 10-11
8	b	Pages 10-11
9	d	Pages 12-15
10	a	Pages 12-15
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment II
The Relationship of the Leader to the Group

Audio Script
(LATS)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

THE RELATIONSHIP OF THE LEADER TO THE GROUP

In the preceding segment we discussed group dynamics in the light of the structure and characteristics of groups. We also touched on various group types and the goals of the group members. Now, in this new segment, we take a close look at some of the interaction between the leader and the group, and how that interaction influences the performance of the group.

Now look at Item 1.

Group dynamics may be defined as the forces intrinsic and extrinsic to the group which determine the behavior of the group and its members. The concept of forces interacting between the group and the leader is an old one. Leo Tolstoy, author of War and Peace, made a significant comment on this topic when he explained the rise of Napoleon by saying that Napoleon happened to be at hand when the French nation began to move. It is an interesting observation and it points to the truism that a leader must understand groups and the forces that move them. It is more than a mere exercise in humility for a leader to be aware that with a given group, almost anyone could be a leader.

It is more than humility since this knowledge will affect the manner in which he relates to the group. (Pause)

What other characteristics should the group leader attend to?

They are three--the first one is the internal structure. (Pause) The internal structure includes such items as interpersonal relationships, the process of group development and the existence of informal leaders and sub-groups. Secondly, the leader should understand some of the potential effects of interaction between the situation and the group and recognize these effects when they occur. Finally, the leader must acquire knowledge of behavioral principles that influence and control group behavior.

In general, then, we will look at the conditions which will determine how much control a leader can exert over his group.

But, before we analyze the behavior of a group, you should know what determines group performance. There are two major factors involved here: (Pause)

Now look at Item 2.

Each leader has his own style of interacting with his group members. The LEADER'S STYLE is the first of the two factors. However, the leader and his group will perform under special conditions. Hence, the NATURE OF THE SITUATION is the second major factor. Both determine how well a group can perform. (Pause)

We have introduced the concept of leadership style. We have indicated that it is one of the two major factors which determine how well a group can perform. Now, let us see what this leadership style concept really means. (Pause)

Now look at Item 3, and follow the words of the definition as I read them aloud.

LEADERSHIP STYLES ARE DEFINED AS THE MODES OF INTERPERSONAL BEHAVIOR BY WHICH LEADERS ATTEMPT TO EXERT INFLUENCE AND CONTROL. (Pause)

Leadership styles should not be considered inflexible modes of behavior. In actual practice, a leader may shift from style to style. Think for a moment--visualize some of your recent activities. You have assumed leadership roles in more than one instance. Under those circumstances did you: tend to be bossy--have all of the answers--push people around--make all of the decisions by yourself? Or, under those circumstances did you: just let things "happen"--act passively--contribute little or nothing--neglect the group--so that your presence seemed to make little difference in the way the group functioned? (Pause)

Visualize an extremely dominant leader or a very passive leader, and you have an idea of the two extremes on the continuum of leadership styles.

Now look at Item 4.

Examples of the extremes of leadership styles are demonstrated in this illustration. The line to the left is the "autocratic" style. Here, authority and influence are centralized in the leader. The line to the right illustrates the "laissez-faire" or "let be" style. This is the passive extreme. These are extreme variances of leadership style. You will discover that most leaders tend to vary their styles along this continuum. The center position in this illustration is identified as "shared leadership." That style where the leader permits members to influence his decision making. But, ultimate decision making is retained by the leader who considers the needs and the ideas of other group members. (Pause)

We mentioned earlier that leadership style is somewhat flexible. A leader tends to vary his style. His style is NOT always at the same point along the "autocratic"--"laissez-faire" continuum. Under one set of conditions, the leader leans more toward one end of the continuum. Under other conditions, he leans more toward the other end. The relative position adopted by the leader is influenced by three major factors.

Now look at Item 5.

The first factor is the TRAITS OF THE LEADER which make up his personality. Some leaders appear to have a need for being "top dog", while other leaders seem to prefer to be considered "nice" guys. There are those who appear to crave power while others avoid, deny or fear it. While one style may fit one leader, another leader may be more comfortable using a different style. Individual styles of course, evolve with practice.

The NATURE OF THE GROUP also influences the leader's style. Group members may perceive themselves as the leader. They may have definite concepts of appropriate leadership style. These develop into forces which act upon the leader as he exercises control over the group. Some subordinates resent and reject autocratic leadership. This type of group member desires to participate in the decision making for the group. Other subordinates tend to be passive. The passive subordinate welcomes autocratic leadership, because he does not have decision making responsibilities. The nature of the collective group is also important. For example, a SECOND classman, leading a group of FOURTH classmen uses a different style from the style he would use leading his classmates. As illustrated, the structure and content of the group definitely influence the style of the leader.

The NATURE OF THE SITUATION is a third factor influencing leadership style. During a combat situation when communications break down, one leader may tend to become more autocratic. Using the autocratic style the leader may say: "Find out why the communications broke down, check into our capabilities to make repairs and bring all the data to me for evaluation and further instructions. I want to stay right on top of this personally." The same leader in a non-combat situation may say to his communications chief: "Communications have broken down, Chief. See what needs to be done." (Pause)

Pressures from significant changes in situations obviously require adjustments in leadership style. The effective leader observes the situation and adjusts his style accordingly. For example, standards of dress and appearance usually are more relaxed for combat units--as forced by the situation. A platoon commander who expects his personnel to maintain spit-shined boots under tense battle conditions has not reasonably adjusted his leadership style to the situation. (Pause)

Now look at Item 6. (Pause 10 sec)

Through experience, the effective leader develops an awareness of his leadership styles under various conditions. He identifies "where he is" on the leadership style continuum.

He understands his own traits, the effects of the group, both collectively and individually as well as the influences generated from the situation. There are still other factors to be considered relating to the degree of influence a leader can exert over his group.

Now look at Item 7.

Three major factors determine how much he can influence his group, regardless of his leadership style. The first factor is the LEADER'S POSITION POWER. The leader's position power has several facets. It is measured by the importance of that position. This position power is also measured by the authority and responsibility bestowed upon the leader. A leader who has been formally appointed or selected inherently has more position power than a leader who informally assumes that position. One of the best examples of well defined position power is military rank structure. (Pause)

The relative position power of the leader determines the extent or span of "positive" and "negative" reinforcement over the group. For example, the ship's Captain can declare "liberty" for the whole crew. The Assistant Division Officer cannot offer such powerful reinforcement. However, the mere existence of high position power will not necessarily guarantee better performance from the group. Performance of the group depends on the leader's skill in applying reinforcement. (Pause)

Now look at Item 8.

Position power by itself indirectly influences group performance by its effect on the interpersonal relationship between leader and group. Position power represents the reciprocal exchange of reinforcers--mutual benefits which the leader and his group can offer to each other. For example, the leader may motivate his group with such words as: "If we come away with the highest grade in the upcoming ASW Exercise, there will be extra liberty in Honolulu for all hands." Position power directly equates to potency of reinforcement and/or punishment. The praise which comes from an admiral generally means more to the seaman than does the same praise from an ensign.

However, certain disadvantages exist when the strength of reinforcement or punishment is solely dependent on position power. Extended use of position power can result in satiation, thus creating resistance and a loss of effectiveness. In some cases constant monitoring and surveillance may be required to maintain that thread of cause and effect. Finally, when reinforcement or punishment is derived from position power alone, the results may be superficial. For, while outward behavior may change, inner attitudes may not change at all. (Pause)

There are numerous circumstances which tend to enhance position power. One circumstance is that the position is supported by the conditioned response of most people who conform to authority. This is expressed in conformity to the authority of parents, teachers, police, officers and so on. Because these are habitual forms of response, group members do not easily become satiated and do not require constant surveillance. Another circumstance is the tendency for a group member to identify with the leader in some manner. The degree and type of identification probably affects the status of the leader's position power. Finally, there is the respect of the subordinate for his leader's expertise. The leader's ability to perform or supervise a task relates directly to his effectiveness in motivating his group to do the same task. (Pause)

Position power can be very important to a leader. The leader with higher rank can more readily motivate group members to perform their task. He has this advantage over the leader with lesser rank. The leader with low position power can compensate to a certain degree by relying on improvised and verbal reinforcers. These reinforcers are tailor-made for the specific and personal characteristics and needs of the group. In the case of lower position power the capability to influence group members is more dependent upon the leader's personal characteristics. Also, he is more dependent upon his personal relations with individual group members.

Finally, the leader should be consistent when he applies reinforcement. A group comes to expect a certain pattern of reinforcement, and when these reinforcements occur as expected, group behavior is shaped and molded to enhance the leader's position. For example, group members can come to believe liberty will be granted on completion of certain tasks. The leader may not even be aware that he has fostered this expectancy by past actions. But when the liberty is not granted, the future effectiveness of the reinforcers is jeopardized.

Now look at Item 9.

The second factor which determines the leader's influence on his group is the NATURE OF THE TASK. The degree to which a task is structured affects the leader's influence over group members. (Pause)

Now look at Item 10, and study this concept as I read it aloud.

IF THE TASK IS HIGHLY STRUCTURED, THE LEADER'S INFLUENCE ON THE MEMBER'S BEHAVIOR IS GREATER. What is an example of a highly structured task? If the task has the backing of a Navy regulation, the leader's power is strengthened by the official sanction of the organization. It is easier for the leader to discriminate and apply reinforcements when there are specific instructions or regulations for task performance. Conversely, the leader's influence on group behavior is lessened when the tasks are unstructured. Thus, when specific procedures are NOT given, the group may NOT be able to provide direct support for the leader. Procedures may NOT be clearly defined. In this case the leader may find it difficult to determine which responses should be reinforced. The leader's position power becomes diluted when the leader has no more expert knowledge than his members about the unstructured task. (Pause)

Now return to Item 7.

This third factor is the INTERPERSONAL RELATIONSHIP BETWEEN THE LEADER AND HIS MEN. It is to the advantage of a leader to establish effective interpersonal relationships with his men. An increased position of influence may be achieved through a close relationship with the group and concern for their individual needs. The leader must learn which reinforcers work the best for each man. One person may like to talk about his family and another prefers to discuss sports or perhaps politics. This knowledge of individual preferences works towards a leader's effectiveness. The leader must ensure that each person belongs, is doing the job that needs to be done, and is treated as a person with unique needs. (Pause)

This area may be summarized by stating: the interpersonal relationship of the leader is the most important single element in determining his influence within a group, especially if group members tend to reject the leader's position power. Military rank, alone, assumes minor importance if there is personal loyalty and dedicated acceptance. Finally, the group needs should not be confused with the personal needs of the leader.

Interpersonal structuring within a group can be diagramed. This technique in studying group dynamics is called SOCIOMETRY. SOCIOMETRY is the name for the formal methods of describing interpersonal relations in a group. It is possible to systematically analyze or diagram interpersonal relations. Friendship is one such interaction which can be charted for a group. The diagram which represents the relations among group members is properly termed a SOCIOGRAM. A sociogram can be constructed by using a method called a sociometry preference rating. The method also may be called "peer nominations" or "peer selection ratings." Group members could be asked, "With whom would you choose to be assigned for this particular activity?" (Pause)

Now look at Item 11.

A typical sociogram has been illustrated here. Now note the flow designations between members who have been arbitrarily designated by assigning letters in a box. Here, a pattern of choices was plotted. It indicates subgrouping or clustering. Of these 6 persons, notice the popularity patterns indicated by the arrows. Member B is the most popular and Member E, who was not selected at all, was the least popular. You may infer that Members C and D form a little clique since they isolate themselves by their preference indication. A sociogram is a useful means which the leader can use to assess the degree of closeness or solidarity within his group. He can also assess the relationship between himself and members of the group if he participates in the preference rating and is included in the preferences. (Pause)

Now that you understand the basic concept of the sociogram, let us examine a specific example. The example was part of the sociometric analyses used by the Navy. Navy pilots of two Flight Squadrons were asked (1) to select the pilot they preferred MOST as a flying partner, and (2) to reject anyone they would not prefer as a flying partner. (Pause)

Now look at Item 12.

Here, we have illustrated the sociograms which resulted from squadrons designated as A and B. For ease of understanding, the following explanation is furnished. The white squares represent squadron members. The black squares represent individuals who are not assigned to the squadron. Positive or preferred partner choices are indicated by the solid lines between the small squares. Negative or rejection partner choices are indicated by the dotted lines. The Commanding Officer and the Executive Officer participated in the selections, and were included in the selections for both of the squadrons. Notice the pattern of selections made for the leaders of Squadron A. The two leaders received many choices--they are very popular. Notice the selections made for the leaders of Squadron B. The Executive Officer here, received several rejections and the Commanding Officer was not preferred by any of his squadron members. From what you have observed to this point, you can see how some of the factors relate to each other. For example, you could make an estimate of the professional reputation of the leaders in a group. Of course, that conclusion would be merely an assessment at that time. The same sociogram may be useful to determine other aspects of the two groups. Examine them to see if there is evidence of any cliques. First, look at Squadron A. The even flow patterns indicate little, if any, likelihood of cliques here. The major attachments appear to be from the members to the leaders. They do not show the tendency to attach to each other in small, exclusive sub-groups. Now, look at the different patterns shown in Squadron B. Two sub-groups appear to be prominent here. Notice the preference of members 2-3-6-7, and the same of members 12-13-16-17. These are significant, revealing patterns. The tendency to have the cliques may have been caused from, or be the cause of, the apparent rejection of the leaders. (Pause)

Should you consider this difference to be important? Absolutely, since a faction or clique which forms in any group can function as a divisive force. The force detracts from the group's overall efficiency. Consider this point as you examine the sociogram for Squadron A. Observe that the positive choices all occur within the squadron. Also, the negative choices mostly occur outside of the squadron.

Now, examine the sociogram for Squadron B. This picture is different in that same respect. Observe: several positive choices occur for individuals who are outside the squadron, While only a few positive choices occur within the squadron other than those indicating the cliques. From this, you can infer that Squadron B has very little which holds it together as a working unit. You can expect the Commanding Officer of Squadron B to be less effective. He will not be able to influence his men to the same degree as the Commanding Officer of Squadron A. Further, it appears that a part of the difficulty in Squadron B relates to the influence of the Executive Officer. Many of the negative choices were directed to this one individual. When you learn these relationships through the use of a sociogram, you may develop ideas of what to do about the problem or problems revealed. Several solutions may be suggested. Some methods of solution obviously are more drastic than others. Also, some methods of solution require more sensitivity and leadership skill in proper application. You may arrive at your conclusions by employing several sources of information.

You may use the sociogram to diagnose the difficulties. It may be used as if it were an X-ray picture of the situation. It is a good diagnostic picture even if it does not tell you what the correct solution should be. In conclusion, we can see how group performance reflects interactions between the group leader and individual group members. (Pause)

This is the end of Part Three, Segment II.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment III
Group Interactions

Audio Panel Book
(HAPB)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

"We must hang together or hang singly."
Benjamin Franklin

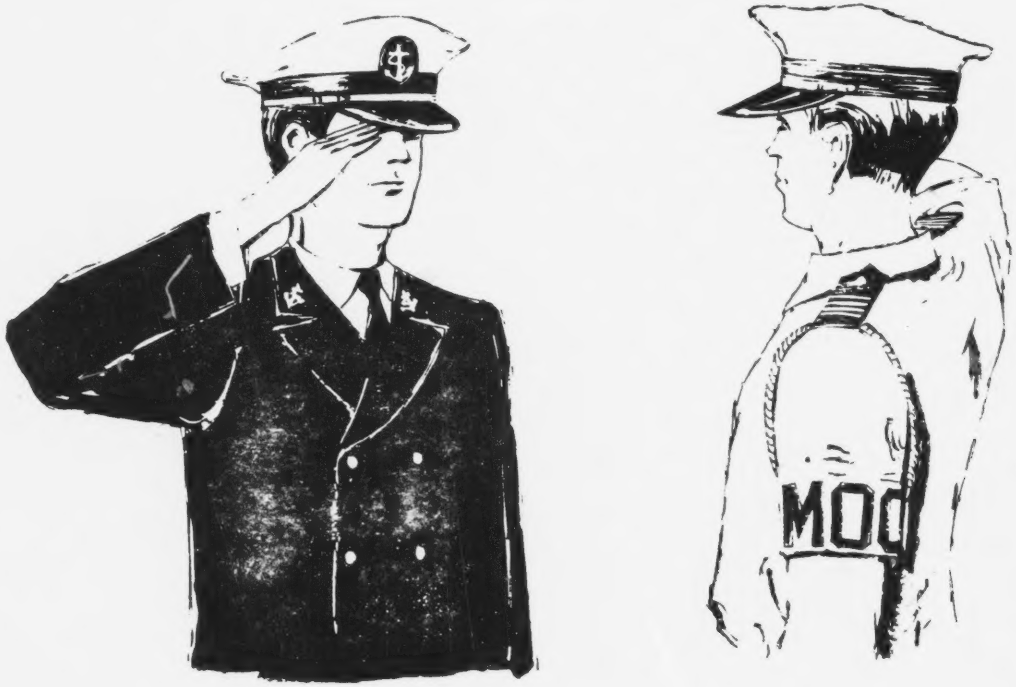
Groups are composed of people and have vertical and lateral forces constantly bearing on the group members. These dynamics show up in the interactions of group members. This segment acquaints you with opposition, cooperation, differentiation, and other interactions. When should the leader stimulate competition? What adverse effects may result from competition? What methods are available to the leader to regulate opposition which may be subdividing his group and diminishing its effectiveness? Information is provided on how a leader can understand why his group subdivides into smaller groups and what advantages and disadvantages these subdivisions may afford him.

GROUP INTERACTIONS

Item 1.

INTERACTION: MUTUAL OR RECIPROCAL ACTION OR INFLUENCE
AMONG TWO OR MORE PERSONS

Item 2.



Question 1.

Which of the following correctly defines interaction?

a. The action of two or more persons working to accomplish a common goal

b. Mutual or reciprocal action among two or more persons

c. A non-violent form of opposition among two or more persons

d. None of the above

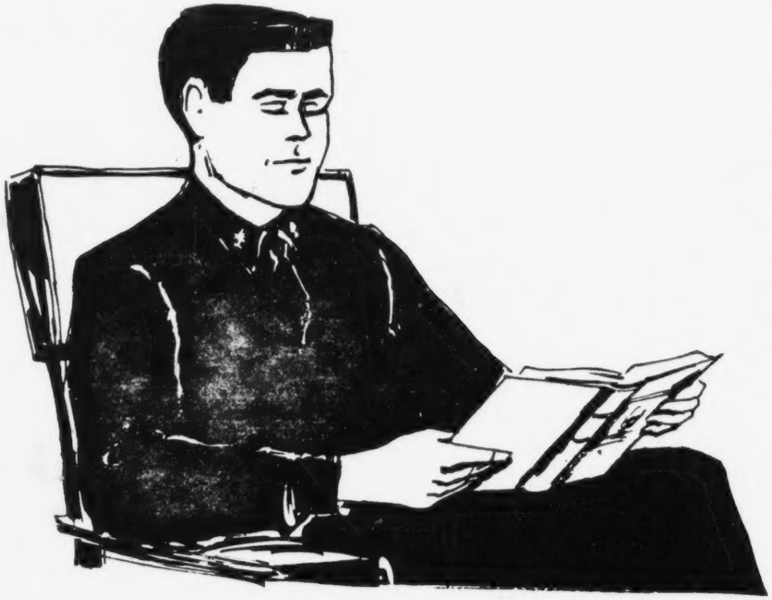
Item 3.

DIRECT INTERACTION

Item 4.

SYMBOLIC INTERACTION

Item 5.



Question 2.

Which one of the following best describes the difference between direct and symbolic interaction?

a. Direct interaction involves physical movement and contact while symbolic involves verbal and non-verbal symbols.

b. Direct interaction involves physical movement while symbolic involves physical contact.

c. Direct and symbolic interaction both involve physical movement and physical contact.

Item 6.

1. OPPOSITION
2. COOPERATION
3. DIFFERENTIATION

Question 3.

Which one of the following group interactions best defines "The struggle against others for a goal"?

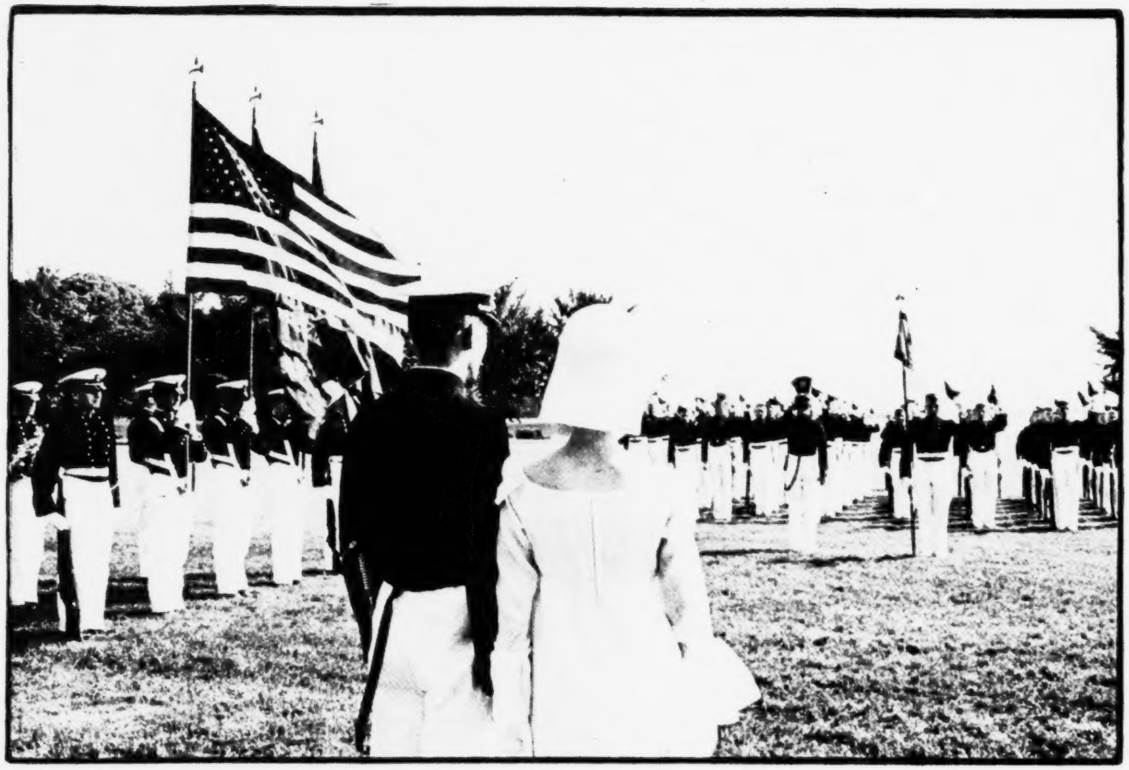
a. Differentiation

b. Direct

c. Cooperation

d. Opposition

Item 7.



Question 4.

Which one of the following statements does not describe competition?

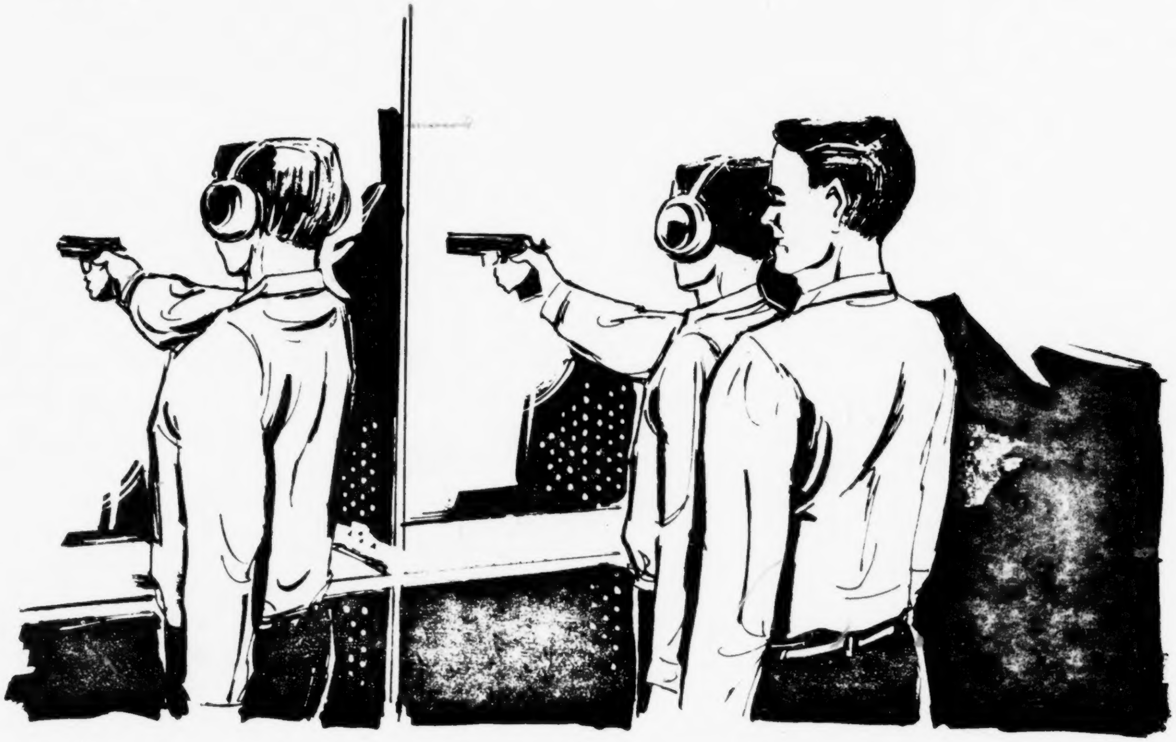
a. Attention is focused on the reward and not on the competitor.

b. A non-violent form of opposition

c. A group striving to destroy the competing group

d. A group involved in reaching a goal before the competitor

Item 8.



Question 5.

Which one of the following is an advantage of competition?

a. Causes the losers to give up

b. Builds group solidarity when members within a group compete

c. Stimulates a high level of individual effort and creativity

Question 6.

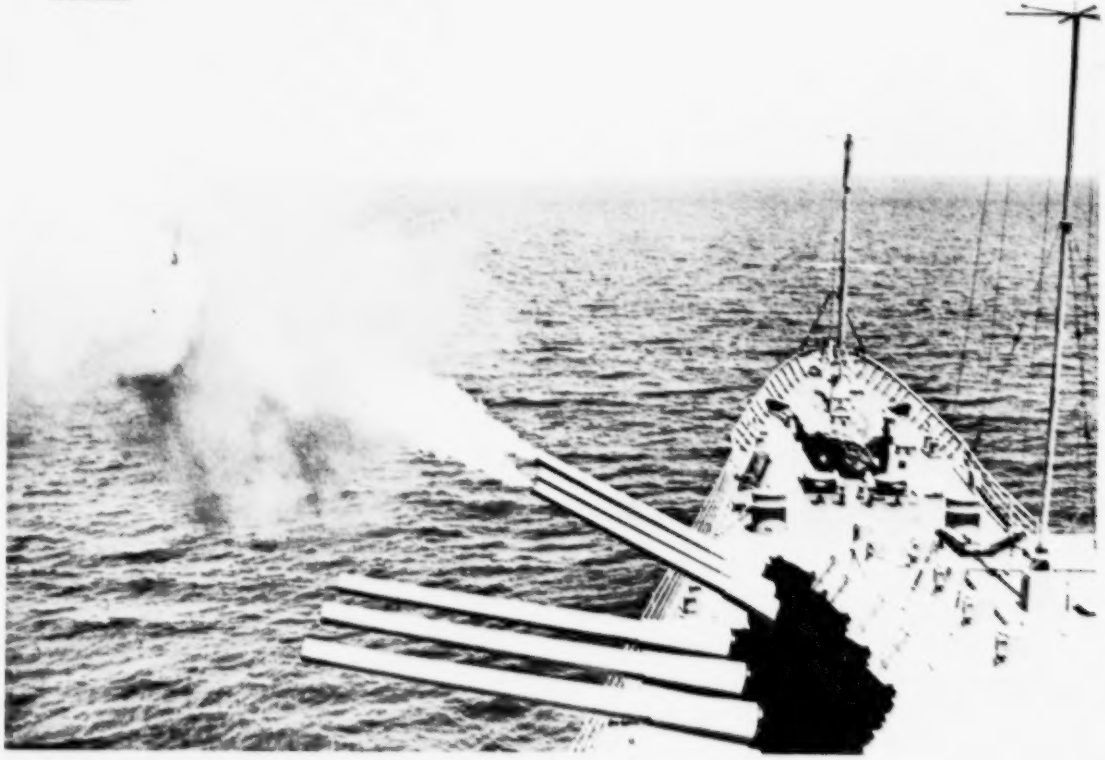
Under which one of the following conditions will competition occur?

a. There must be more than enough goals to go around.

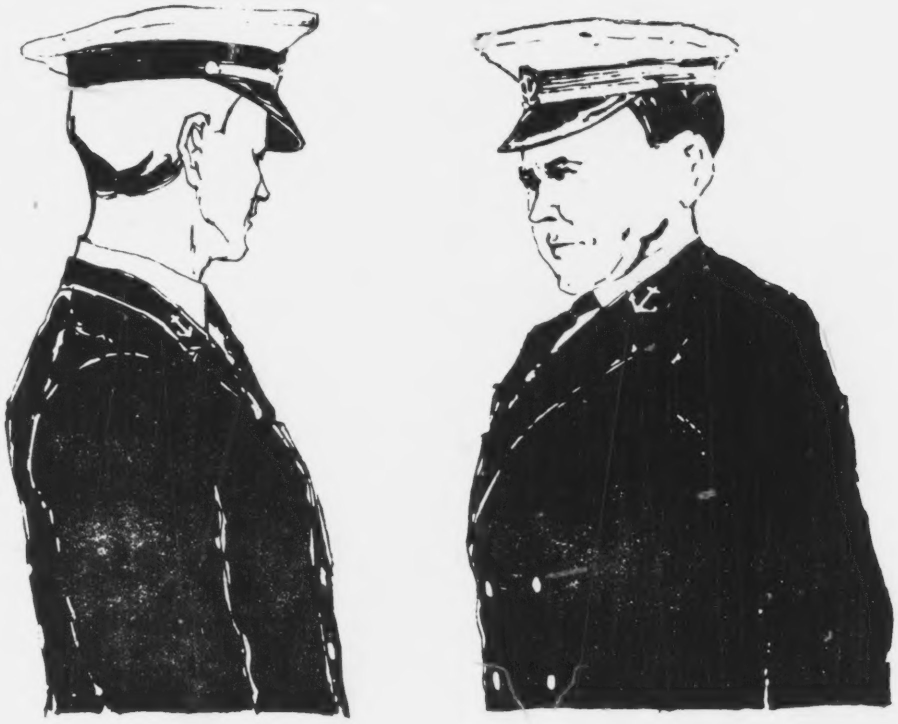
b. Goals must be capable of being reached though difficult to obtain.

c. Goals must be difficult to obtain so that they are not reached.

Item 9.



Item 10.



Question 7.

Which one of the following describes conflict?

a. A situation in which goal attainment is more important than the competitor.

b. A destructive form of opposition in which attention is focused on the opponent.

Item 11.

MEANS OF REGULATING OPPOSITION

1. COERCION
2. COMPROMISE
3. ARBITRATION
4. TOLERATION
5. CONCILIATION

Question 8.

Which one of the following statements best describes the purpose of toleration, coercion, arbitration, compromise, and conciliation?

a. To encourage conflict

b. To regulate opposition

c. To eliminate opposition

d. To regulate individual differences

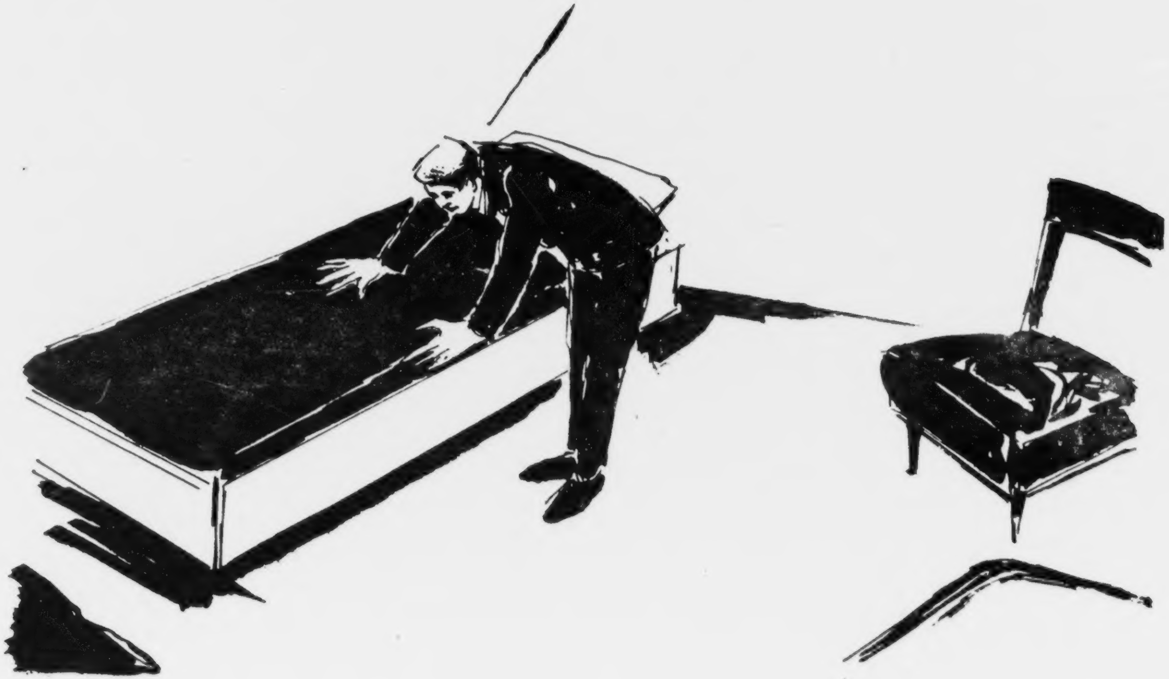
Item 12.

1. OPPOSITION
2. COOPERATION
3. DIFFERENTIATION

Item 13.

1. OPPOSITION
2. COOPERATION
3.

Item 14.



Item 15.

NOT ACHIEVED BY INDIVIDUAL EFFORT
ENOUGH REWARD FOR EVERYONE
COMMON UNDERSTANDING OF THE GOAL
KNOW BENEFITS OF COOPERATION
WILLING TO SHARE

Question 9.

Which one of the following better defines cooperation?

a. Direct group interaction only which involves mutual aid and rewards to obtain various goals

b. Group interaction involving mutual aid to arrive at a goal

Item 16.

ADVANTAGES OF COOPERATION

1. AVOIDS DUPLICATION
2. AIDS INEXPERIENCED PERSONS
3. USES INDIVIDUAL SPECIALTIES
4. ENCOURAGES GROUP FUSING
5. REDUCES FRICTION

Question 10.

Cooperation may be defined as mutual aid to arrive at a goal acting jointly with another or others

Which of the following are conditions which must be present for cooperation to take place?

a. Goal is unobtainable by individual effort.

b. There is enough reward so that it can be parceled out with a minimum temptation for individuals to take more than their share.

c. Individuals must have a common understanding of what the goal is and have clearly defined alternatives for achieving the goal.

d. All of the above

Question 11.

Which one of the following is a valid criticism of cooperation?

a. Allows stagnation to occur

b. Strong, small groups may develop that can resist an outsider's attempt to lead.

c. Individuals put forth little effort since everyone works.

d. Little need for a leader

Item 17.

COMPETITIVE OR COOPERATIVE SITUATION

1. WHAT KIND OF GOALS?
2. WHAT REINFORCERS ARE AVAILABLE?

Question 12.

Which of the following factors may determine whether a work situation is cooperative or competitive?

a. Leadership style and position power

b. Amount of time available and nature of the work

c. Type of goal and number of members in the group

d. Availability of reinforcers, quality and type of goal

Item 18.

1. OPPOSITION
2. COOPERATION
3. DIFFERENTIATION

Question 13.

Which one of the following statements best defines differentiation?

a. The ability of a leader to use reinforcing stimuli

b. The smaller groups within a large unit

c. Attitudes demonstrated by group members

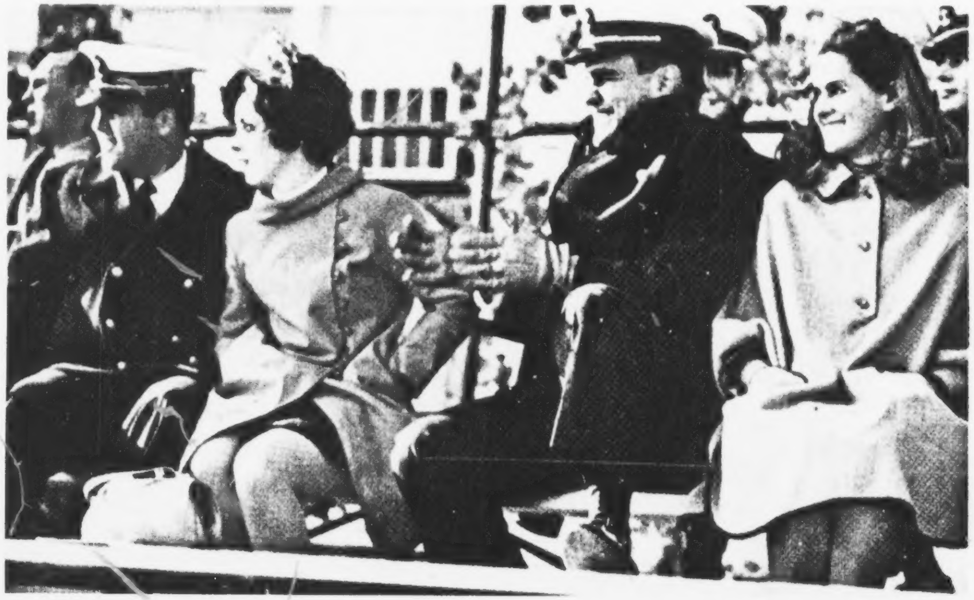
d. Separation of the good workers from the others

Item 19.

CAUSES OF DIFFERENTIATION

1. SENSE OF BELONGING
2. SECURITY
3. ESTEEM

Item 20.



Item 21.

ADVANTAGES OF DIFFERENTIATION

PROMOTES COMPETITION

PROMOTES SMALL GROUP ATTACHMENTS

PROMOTES LOYALTY

Question 14.

Identify the causes of differentiation.

a. Man's need to belong

b. Man's need for security

c. Achieving a higher sense of esteem

d. All of the above

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment III
Group Interactions

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

GROUP INTERACTIONS

PROGRESS CHECK

Question 1.

Example 1:

The Navigator informs the pilot that their target lies 20° to starboard, 10 miles. The pilot acknowledges the information and immediately brings the aircraft to a new heading so the target is dead ahead.

Example 2:

The Shore Patrol discover one of their crew fighting with a local civilian. To stop the fight the three shore patrol men have to pull them apart and then escort the sailor back to his ship.

a. Example 1 illustrates direct interaction, Example 2 illustrates symbolic interaction.

b. Example 1 illustrates symbolic interaction, Example 2 illustrates direct interaction.

c. Example 1 and Example 2 both illustrate symbolic interaction.

d. Example 1 and Example 2 both illustrate indirect (secondary) interaction.

Question 2.

The Weapons Officer on a destroyer desires to improve the local control capability of his gunmounts. He decides to do this through competition.

Which of the following would make the best use of competition to accomplish this goal?

a. All losers will have their liberty curtailed.

b. The gun captain of the winning mount will receive extra liberty.

c. The winning mount crew will receive a special 72 hour liberty during normal working hours.

d. Announce that their semi-annual evaluation sheets will be a direct reflection of their relative performances

Question 3.

In which of the following situations has competition been used correctly for the good of the group?

a. ENS Blake assembles his division personnel and informs them that he has devised a special plan for the division to use to improve division maintenance.

b. Upon completion of the Spring Marksmanship Competition, MIDN Bove, whose company came in second, gathers his shooters for a special meeting to discuss what they did wrong. He said that they will compete among themselves until the desired degree of proficiency is reached.

c. 2-LT Watcher informs his platoon that a platoon from another company has challenged them to a field meet and he informs them that there will be events for everyone to participate in.

d. LTJG York informs the personnel of his division that the individual who scores highest on the professional exams will be given special consideration when he marks the semi-annual evaluation sheets.

Question 4.

The Squadron Commander signals a "Turn 9" by radio which is acknowledged by "roger over." On "execute" the ships turn smartly.

The signal by the Squadron Commander is an example of which kind of interaction?

a. Symbolic

b. Direct

c. Both of the above

d. None of the above

Question 5.

Which of the following best contrasts opposition, cooperation, and differentiation?

a. Cooperation is the breaking of larger groups into smaller ones. Opposition is working against someone else toward a goal. Differentiation is a united effort toward a goal.

b. Cooperation is a united effort toward a goal. Opposition is working against someone else toward a goal. Differentiation is the breaking of larger groups into smaller ones.

c. Cooperation is working against someone else toward a goal. Opposition is a united effort toward a goal. Differentiation is the breaking of larger groups into smaller ones.

d. Cooperation is a united effort toward a goal. Opposition is the breaking of larger groups into smaller ones. Differentiation is working against someone else toward a goal.

Question 6.

One goal of the CIC is to provide radar-assisted piloting when entering port and particularly when under conditions of reduced visibility.

Which of the following would aid most in reaching that goal?

a. Conduct at least two drills per day simulating reduced visual conditions.

b. The CIC Officer should state that unless the operation is performed correctly, extra instruction will be given.

c. The CIC Officer should get the team together, explain the importance of their job, and explain that unless all do their best, liberty will be curtailed.

d. Conduct periodic simulated drills and go through the operation as though visibility were reduced every time the ship enters port.

Question 7.

Among the missions of Damage Control Parties aboard ship are the preservation of watertight integrity and the rapid repairs of material, particularly during battle or accidents.

Which of the following means would aid most in making it possible to achieve these goals?

a. Conduct a weekly drill, under simulated conditions, on randomly selected damage control parties.

b. Conduct weekly drills, under simulated conditions, on all damage control parties assigning a grade to each, and at the end of the competitive period, reward the party with the highest score.

c. Continuously train the repair parties in their duties, knowing that with proper training each party will successfully do its job when necessary.

d. Conduct weekly drills on all repair parties. At the end of the training period reward all the repair parties.

Question 8.

In an aviation squadron on a carrier the Operations Officer, CDR Jones, determines the number of training missions to be flown daily, and the times of launch. CDR Jensen, the maintenance officer, cannot provide enough aircraft in an up status to meet either the number or schedule of the missions. Both men have complained to the CO, requesting the other be removed from his job. CDR Jones insists that CDR Jensen is deliberately sabotaging his efforts. CDR Jensen says that the schedule is too heavy for his undermanned department, and CDR Jones is endangering the safety of the aviators.

How might this conflict best be resolved?

a. The CO should determine who is right and discipline the guilty party.

b. The CO should transfer both men, since they obviously cannot cooperate.

c. The CO should order them to quit back-biting, get together to talk things over, and find a workable compromise.

d. The CO should simply tolerate the situation, since the failure to act will inevitably lead to conciliation.

Question 9.

Both the Administrative and Operations Divisions of an aviation squadron have yeomen assigned to them. It is the goal of the squadron to have all their yeomen qualified for an advancement in rating by having all the yeomen thoroughly prepared for the next rating examination.

How can these divisions use cooperation to achieve the squadron objective? Select the best answer.

a. They can establish a reward program to give the individual making the highest score on the next rating examination a special liberty.

b. The division officers should get together to set up a joint training program so that the yeomen in each division can take advantage of the expertise of the other rated yeomen in the squadron.

c. They can inform all the yeomen in each division of the squadron goal and encourage each man to prepare himself during his off duty hours by individual study efforts.

d. The division officers should screen their yeomen to find the ones who need special instruction and then set up special instructional periods for those individuals.

Question 10.

The Airframes Division Officer has recently noted that his division personnel have split into two groups. One group is largely made up of those men who made the squadron's last combat deployment, during which time the squadron was awarded the "E." The other group consists mainly of those who have only been in the squadron since its return home.

What is the most probable cause of this grouping?

a. Physiological needs

b. Group self-actualization

c. Difference in ratings

d. Esteem

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Three SEGMENT III

REMEDIATION TEXT Audio Script - VOL III-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	b	Pages 1-3
2	c	Pages 3-6
3	c	Pages 3-6
4	a	Pages 1-3
5	b	Pages 3, 10, 14
6	d	Pages 10-13
7	b	Pages 10-13
8	c	Pages 5-8
9	b	Pages 10-13
10	d	Pages 14-17
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment III
Group Interactions

Audio Script
(LATS)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

GROUP INTERACTIONS

In earlier discussions we examined group roles and leadership roles and how the group functions toward goal accomplishment. Now it is time to explore more deeply into the workings of the group. The group functions through the real interplay among the members of the group and we shall see how a leader's knowledge of this interaction will make him a more effective leader. We will look at the general areas of interaction, opposition, cooperation and differentiation and see how these group characteristics may be used to move the group toward goal accomplishment. Each of the areas will be presented with their advantages and disadvantages. And with this in mind, the leader must be prepared to make certain trade offs in order to maintain the effectiveness of his group. It is in the light of this flexibility that you should view this discussion.

Let us review for a moment and think about the terms "interacting" and "interaction." Both of these terms were used in the discussion during the preceding period of study. Interaction is the major activity of a group--it is the essence of group behavior. Therefore, it is worthy of definition. (Pause)

Now look at Item 1.

Interaction is mutual--or reciprocal--action or influence among two or more persons. (Pause)

Now look at Item 2.

Interaction is shown as it occurs when a midshipman properly observes military courtesy and salutes the Midshipman Officer Of The Watch. It is the give and take between two or more group members. You should easily be able to visualize many occurrences to date of interaction between members of your own group. (Pause)

A group's strength or weakness is usually dependent upon the successful interaction between group members and the group members with the leader. With this in mind let's take a look at the two types of interaction. They are direct interaction and symbolic interaction. (Pause)

Now look at Item 3.

Direct interaction is communication through physical contact. It includes a variety of behaviors. An instructor who corrects student errors during a class is using direct interaction to communicate with his students. Many of your P.E. classes involve direct interaction between you and the instructor or between you and a classmate, for example, wrestling, boxing, pugil stick fighting, soccer, etc.

Now look at Item 4.

Symbolic interaction involves the use of verbal and non-verbal symbols--including vocal sounds, written symbols, and physical gestures. The Brigade cheering in the stands is a good example of symbolic interaction.

Now look at Item 5.

Most interaction is symbolic. For example, printed symbols have been entered into a book which this midshipman is reading. The midshipman interprets the symbols and they become a part of his Naval Academy experiences.

Both direct and symbolic group interactions may be characterized in three general areas. (Pause)

Now look at Item 6.

They are (1) opposition, (2) cooperation, and (3) differentiation. Let's examine them one at a time. Opposition is the struggle against others in an effort to achieve a desired goal. For example, your competition in the Naval Academy for a class standing....and since this example is typical of "competition," we can say that competition is a form of opposition. Competition is usually non-violent, and involves two or more persons striving for a goal. All opposition ranges in degree and nature. Some of it may become violent--if so, we classify it as "conflict." (Pause)

Competition has several characteristics. The first characteristic focuses attention on the reinforcement or the reward relating to the competition. We do not look at the one who is competing. (Pause)

Now look at Item 7.

Think of June Week when colors are presented to the Color Company. The focus is not on destroying the competitor but upon reaching the goal. This goal is reached either before the other competitor, or to the exclusion of the other competitor. You may have been selected to attend the Academy on the basis of your standing on competitive examinations. If so, you were part of a group and competition occurred within that group. It is clear that competition can occur within a group, as well as between groups. Competitions which occur between groups as opposed to individual competitions--tend to produce pride in the unit, solidarity of effort, cohesiveness of the group, and greater performance. Understanding and application of this concept can be of great value to the leader, for he may use competition to improve the morale and esprit de corps of his men. But the leader recognizes the hazards when undue emphasis is placed upon competition between members of his group. Conflicts weaken the bonds of teamwork which hold his group together. When subordinates work as a team, they are more inclined to subordinate themselves in favor of group success and they are less inclined to be petty or insist upon self-interests ahead of group success. When subordinates work for the group, they gain an appreciation for their own group--and they learn to respect competitive groups. Competition between military groups is a good method for building respect. So, you see, competition between groups can function to strengthen each group--make each group aware of the other group--the group's characteristics and achievements. We noted how competition develops respect for the other competing groups. You live in a highly competitive society and you are, therefore, interested in knowing whether or not that competition is good--whether it actually has advantages. We can already see how competition has its good and bad points and must be appraised this way by the leader. (Pause)

Now look at Item 8.

We told you how competition tends to build solidarity when the competition is between groups, rather than between individuals. Competition also often stimulates high levels of individual effort as each person tries to make his group stand out. Competition often calls forth creativity. Losers in competition search for new ideas and methods to improve their efforts in the future. Search for alternative paths to success may lead to significant discoveries--may produce flexibility--may develop an open-minded approach. For example, after failing a competitive exercise the damage control party is encouraged by the officer in charge to analyze actions and devise more efficient operations. Thus, competition can stimulate creativity when the competitors are reasonably well matched.

Consistent losers may give up or become stereotyped--rigid in their efforts at problem solving. Remember, creativity requires positive reinforcement. On the other hand, failure is a punishment--and anticipation of failure is a negative reinforcement to learning and achieving. Success contributes to esprit de corps.

Through competition, a leader can assess many of the internal and external qualities of his group. He can identify individuals who are capable of producing--and, conversely, those who cannot or will not produce. Earlier we introduced the concept of opposition and indicated that competition was a non-violent form. We also indicated that there were violent forms of opposition--which we termed "conflict." It is the second major form of opposition. Conflict is defined as: "An extreme form of opposition in which the individual attempts to thwart, injure, or destroy the opponent to secure the goal." During times of national crisis or active warfare, you, as a member of the Armed Forces, are most likely to be confronted with a violent conflict situation.

Now look at Item 9.

You can easily find evidence throughout history, of the fact that confrontation--conflict--has ultimately been a question of survival--of a people or a system. The values of such are not the point in question here--the fact is, they did occur. The Armed Forces define their existence in terms of conflict and define their function as the nation's means of fighting for survival during conflict. (Pause)

Now look at Item 10.

Conflicts develop between a first classman who excessively criticizes a plebe who has difficulty in adjusting to expected standards of dress. The plebe takes the criticism personally, and is offended by what he considers too much pressure in this competitive situation. The ensuing harassment and counterharassment develops here into "fighting each other" instead of fighting toward achievement of a goal. This highlights the main characteristic of conflict. Attention is focused upon the opponent--rather than the goal. Thus, opponents can be thwarted or injured and in some cases destroyed. The victor expects that he will be rewarded as a result of the victory. A leader should be aware of the disadvantages of conflict and should be alert to prevent its occurrence when possible. For example, some activities, which start out as healthy competitions, may generate pressures that continue to build up--on individuals--or--the group. And when pressures become excessive, conflict may result. What, then, are some of the disadvantages of conflict? One disadvantage, has already been stated--the focus of effort is directed onto the opponent--not the goal. Also, waste is engendered--the work of the competitor is destroyed or prevented. Next, there can be mutual destruction. It is possible that the personal conflict developed between the plebe and the first classman created a potential in which neither opponent may be able to accomplish his objective. Finally, conflict produces ill-feeling. This ill-feeling is not necessarily confined to the area of conflict. It can be carried over to other phases of work and interpersonal relations. Ill-feeling affects morale and esprit de corps. It may reflect in off-the-job situations and produce attitudes that lead to misconduct. Examples of this poisoned attitude may be one of "I don't care," or "lethargy," "kicking the cat," "venting hatred on innocent people," and so forth. If you have observed minor instances of this during your interpersonal relationships recently, you can easily understand that opposition must be regulated. (Pause)

Within your experience at the Academy, you can quickly recall situations involving either personal conflicts or interpersonal conflicts. You noted the build-up of pressures toward an explosion point. There was a need for control and then the easing of tensions after controls were applied. This regulation made living much easier and more satisfactory. Society has always been concerned with this regulation. Five means of regulating opposition will be discussed now. (Pause)

Now look at Item 11.

Stronger group members can coerce weaker members to comply with their wishes. So let's make coercion our first regulation. Opposition also can be regulated by compromise, the second regulation. Two competitors may be about equally strong. Continued conflict can be avoided here, when the competitors agree on reducing their demands to adjust their positions. Another means of regulating opposition is through arbitration. Here, an outside party "intervenes"--acts as a mediating agent and allows the competitors an opportunity to back away from direct confrontation. The end result can be a degree of accommodation to each other. Arbitration is the third regulation. Next, opposition can be regulated--or conflict avoided--by toleration, number four. Toleration on the part of one or more of the competitors tends to permit the existence of different approaches--of different behavior patterns. Toleration limits the involvement. Toleration also may provide the means through which other regulatory acts such as conciliations--assimilations which can be introduced into the picture without conflict. Finally, opposition can be regulated by conciliation. Through conciliation, differences are resolved between contestants so that each agrees to partial achievement of his original goal. (Pause)

We have presented competition and conflict as forms of opposition. (Pause)

Now look at Item 12.

Now, let's continue into the second major area of group interactions. (Pause)

Now look at Item 13.

Cooperation is joint interaction which uses mutual aid to arrive at a goal. (Pause)

Now look at Item 14.

Consider now, the mutual cooperation--required by a midshipman each morning to square away his room so that it is in Condition A readiness. You do need cooperation. Let's take a look at the conditions which must be present. A leader must always be aware of those conditions. He must maximize the opportunities for the conditions to be present, if he wants cooperative patterns to occur in his group. The goal, in this case, a Condition A room is not achieved by the effort of a single person or merely through competitive effort. There should be sufficient reward for all concerned. In this instance reward is derived from the threat of negative reinforcement--being put on report. Although only one person would be put on report for any single day, sharing is implied at the very least. Each individual cooperating must understand what constitutes the common goal, which has been stated in advance of the requirement.

Each midshipman knows what is expected and what should be done to accomplish the task. Everyone knows what the benefits are if this is accomplished by cooperative effort. Every midshipman quickly learns to pick up after himself and no one waits until the last minute. This readiness cannot be achieved at a moment's notice. And, in this type of setting, each individual is willing to share both work and rewards. All aspects of military life have been presented as a "team" effort--cooperation--from the beginning of Academy life. In order to belong to the team, all must share the obligations and the effort. Let us review these conditions producing cooperation. (Pause)

Now look at Item 15.

The goal in the situation cannot be achieved by individual effort. (Pause)

There must be sufficient reinforcement and enough reward for everyone. (Pause)

All concerned must understand what constitutes the common goal. (Pause)

All concerned must have knowledge of the benefits from cooperative activities. (Pause)

Finally, all concerned must be willing to share the work and the rewards connected with cooperative activity. (Pause)

At this point, we should be ready to agree that cooperation surely has advantages. Several of these advantages are listed. (Pause)

Now look at Item 16.

Cooperation avoids the duplication of work--this is essential for the large, complicated tasks. Through cooperation the more experienced group members productively aid the inexperienced members. Cooperative action recognizes and uses talents of the individual group members and their diversified abilities can be better utilized. Cooperation generates fusing and assimilation of formerly distinct elements or groups into a unified--assimilated--unit. And, finally, the cooperative patterns of interaction tend to minimize or reduce any potentials for friction between group members. (Pause)

There are also some disadvantages to cooperation. The disadvantages of cooperation become the advantages of competition. Some cooperative people tend to become stagnant--lethargic. They are inclined to be satisfied with the status quo--with no impelling interest to seek and apply new methods for increasing efficiency. Another disadvantage is that some individuals in a cooperative system are inclined to do less than their share of the work. The persons feel that others will do the work if they don't.

Group pressure in the cooperative system is very powerful--it may require the individuals to generate maximum, sustained output, with the penalty for the shirkers being expulsion or ostracism. Thus, if a cooperative group is appealing or attractive to its members, they will work hard to stay in that group. The strength of mutual support in a cooperative system can operate as a two-edged sword. The very cohesiveness of the group can achieve the same effect as a clique, one that resists outside efforts for goal accomplishment. This can work contrary to the accomplishment of the mission. (Pause)

The leader is the one who must determine whether the nature of the work should be competitive or cooperative. This is one leadership decision that will be decisive in helping your group work efficiently and effectively. (Pause)

Now look at Item 17.

Ask yourself about the goals. Determine the kind of goals that are present--the quality of those goals--and then assess the competitive or cooperative nature of the work. Then, ask yourself about the reinforcers and how available are they. Reinforcers may determine which portions of the work should be handled competitively or cooperatively. (Pause)

Now look at Item 18.

You have studied two of the three general areas of group interaction--opposition, including competition and conflict--and cooperation. (Pause)

Now let's look at the third area. Differentiation is the tendency of a group to split into smaller groups. It may be somewhat difficult to conceive of well defined groups having this tendency to split within that structure. However, groups do split up along the lines of: age--physical abilities--mental abilities--educational level--racial, ethnic or regional differences--division of labor, such as occupations or skills--personal needs--or social needs. (Pause)

What are the causes which influence the group to differentiate or to split into subgroups? (Pause)

Now look at Item 19.

One of these causes is the attempt on the part of group members to reach a sense of closer belonging. During June Week activities you saw this tendency in action within a relatively homogeneous midshipman group. (Pause)

Now look at Item 20.

Drag house groups tend to group together--their interests are small-group for major emphasis and large-group oriented for minor emphasis. Conversations and similar interest activities tend to draw this smaller group into a separate camaraderie which cannot be matched by the larger group. You may be better acquainted with a "scuba" group or an "athletic team" group within the larger group--but the principle of differentiation involved here is the same. (Pause)

Now look again at Item 19.

Another cause of differentiation is the individual or small group desire to achieve a sense of greater security. You probably noticed this tendency during your midshipman cruises. (Pause)

Here, midshipmen tendency was to separate themselves from the commissioned officers--and from the enlisted men. If this tendency had been permitted or encouraged, there would have been a serious loss of learning. Sometimes, the "old salts" group sets up barriers from the newer men. They try to hold on to the special goals that they feel they have achieved through seniority. A third cause of group differentiation is another individual or group tendency to associate themselves to achieve a higher sense of esteem. They desire to "have" something--"cherish" something which the others don't have. There is a pride in achievement associated with the distinction of being in the Color Company. Having worked to accomplish this goal, the members differentiate themselves from other midshipmen. Examples such as athletic groups, scholastic groups, and others within your own experience may readily come to mind. The term "generation gap" points up the tendency to differentiate groups along the age line. We have also discussed the tendency to split along the athletic line of "team" membership. The "stand-outs" who are high achievers for their mental abilities--educational levels--tend to either group together by desire--or possibly because they have been "excluded." Examples should readily come to your mind. You have seen differentiation which has occurred along the lines of racial or regional differences, and work division; certainly each of us associates or disassociates along such as social, political or religious lines to satisfy personal and social needs. (Pause)

Now look at Item 21.

There are certain advantages of differentiation. During this presentation we have indicated situations where a special group competed to achieve distinction. (Pause)

This type of differentiation promotes competition. (Pause)

Also, differentiation provides individuals with an attachment to a small group--and this generates satisfaction for emotional needs such as belonging--security and esteem. (Pause)

Finally, differentiation provides a base which promotes the development of loyalty within the unit. It is because of this loyalty that members work hard for their small group--show pride in its accomplishments and improve the esprit de corps and morale. With man, differentiation appears to be a fact of life--all large groups seem to have their subgroups--and cliques. In spite of all of the advantages which differentiation can provide, it also can prove to have its disadvantages. Cliques can develop self interests. In their strong isolation, cliques can resist group effort. This may be a cause for failure of the group to achieve as it should. The divisiveness of a differentiated subgroup may restrict the flow of information and knowledge--and this may inhibit sharing of vital know-how with others. Certainly, this slows down or prevents achievement. Also, the tendency may be present for the development of cross-interests such as dangerous conflicts between the subgroup and the main group--or between subgroups alone. You can appreciate that all of these will be experienced as a matter of degree. The leader must control the situation and take the necessary action to prevent interference with the mission or with providing for group maintenance. At the same time, the leader must recognize the small factoring which can contribute to the development of spirit and cohesiveness within the group he leads. (Pause)

Let us look at a relatively new method of leadership training.

Since World War II experimental psychologists have given much attention to "sensitivity" or "T-group" (Therapy) training, particularly as applied to group leadership problems. Under the guidance of a "trainer," who is a qualified psychologist, small groups of individuals meet for a weekend or longer of close and continuous association in order to honestly explore their relationships with others. Group members are encouraged to express themselves freely and openly without regard to conventional manners or personal deference. Also they must accept the equally uninhibited reactions and questioning of other members of the group. One premise is that honest communication is the essential ingredient for effective group interaction and therefore group effectiveness. Experiments do not, however, support the claims of beneficence that should be derived when each individual gains light in seeing himself as others see him. The limitations for the military of this type training are: (1) It is costly in manpower and time; (2) it is primarily designed for peer groups and (3) its effectiveness for a highly structured organization with multiple levels of authority is not known. Sensitivity training is still experimental and no single formula for conducting this type of training has been developed.

The most frequently used leadership training is training in military situations. When it isn't feasible to conduct on-the-job training in actual military situations, simulated exercises and problems can be used. General George S. Patton, Jr. made a very pertinent observation about this type training in 1931. "...The necessary limitations of map problems inhibit the student from considering the effects of hunger, emotion, personality, fatigue, leadership, and many other imponderable yet vital factors...." But by using a little imagination, the leader can generate actual situations which he can use to teach specific leadership factors and traits. (Pause)

Let us briefly summarize the materials which were included in this presentation. We have presented "interaction" as major activities in which groups engage--and, we defined interaction as: mutual or reciprocal action among two or more persons, and as being one of two types: direct or symbolic. Both direct and symbolic interaction may be used to express classifications of OPPOSITION, COOPERATION, or DIFFERENTIATION. Opposition is effort against others in goal-seeking. This can be expressed as nonviolent opposition--competition--or it can be expressed as a violent interaction--conflict. In opposition interactions then, conflict focuses activities on the opponent, while competition focuses activities on the goal. Opposition may be regulated by: (1) Coercion; (2) Compromise; (3) Arbitration; (4) Toleration; and (5) Conciliation. Following the discussion of opposition, we next covered group interactions of COOPERATION, which involves mutual aid to arrive at the goal. The advantages of cooperation are that it avoids duplication of effort, allows more experienced personnel to productively lead inexperienced personnel and uses them all, employs individual specialties, encourages fusing into unity, reduces friction and stimulates good feelings. A leader should become "involved" with his group to the extent that he becomes an integral, accepted part of it. Because, then he can achieve the maximum rewards of working with the cooperative group. DIFFERENTIATION was introduced as a third major area of group interactions. Differentiation is the tendency of a group to split into smaller groups. Most of the disadvantage which may accrue from differentiation are related to the "clique" concept. As the leader, you must control the group in the situation--take necessary actions to prevent build-up of interferences so that mission can be accomplished. At the same time, you must discriminate so that there are influences available which contribute to group maintenance, while providing esprit and cohesiveness within the group you lead. This concludes the presentation on Group Interactions.

This concludes Part Three, Segment III.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE

GROUP DYNAMICS

Segment IV

Conformity as a Factor of Group Behavior

Audio Panel Book

(HAPB)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

> *"Don't worry about how well your uniform fits you. Concentrate instead on how well you fit the uniform."*
>
> *The Naval Officer's Guide*

As individualistic as most people are, most still willingly belong to some groups and perhaps unwillingly belong to others. Whether or not group membership is voluntary, the members do conform to the standards of the group and behave as the group expects and/or demands. These group norms can assist the leader greatly or seriously interfere with his mission accomplishment. The formulation of norms, their relationship to mission achievement, and modification of the norms by the leader are explained in this segment. Individual norms or the role expectations connected with membership in the group are introduced as they relate to the formal and informal roles of group members.

CONFORMITY AS A FACTOR OF GROUP BEHAVIOR

Item 1.

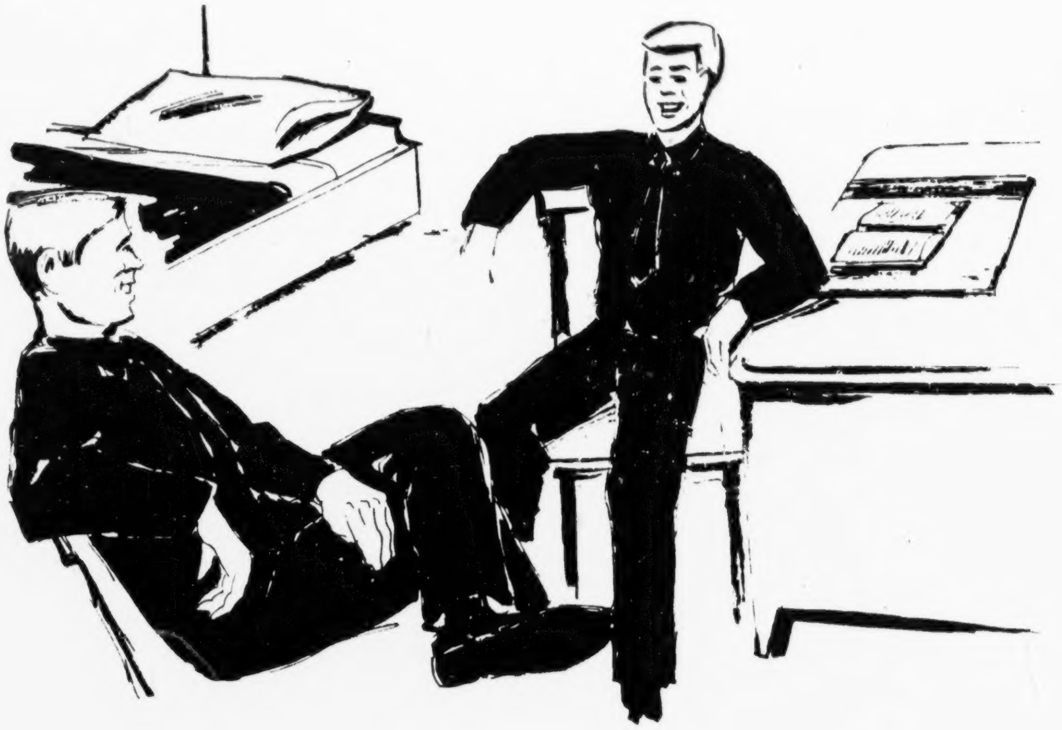
GROUP NORMS--OR GROUP STANDARDS--AND CONFORMITY TO GROUP NORMS

Item 2.

Item 3.

A GROUP NORM IS DEFINED AS A WIDELY SHARED EXPECTATION--OR STANDARD--OF BEHAVIOR AMONG MEMBERS OF A GROUP. WHENEVER THERE IS CONTINUED INTERACTION AMONG INDIVIDUALS, GROUP NORMS ARE FORMED.

Item 4.



Question 1.

Which of the following should be used to describe group norms?

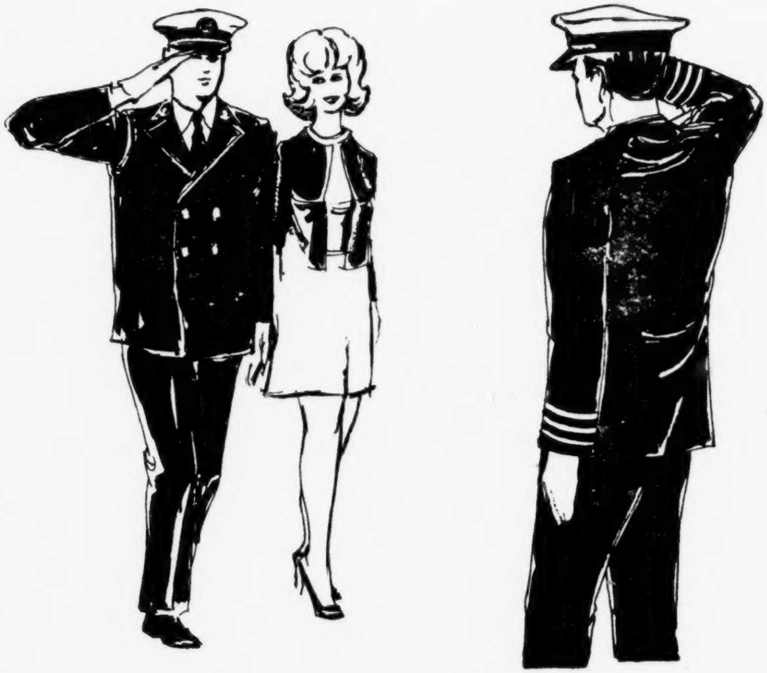
a. A widely shared expectation or standard of behavior among members of a group

b. Standards set by the leader for the group

c. A result of continued interaction among individuals

d. Both a and c above

Item 5.



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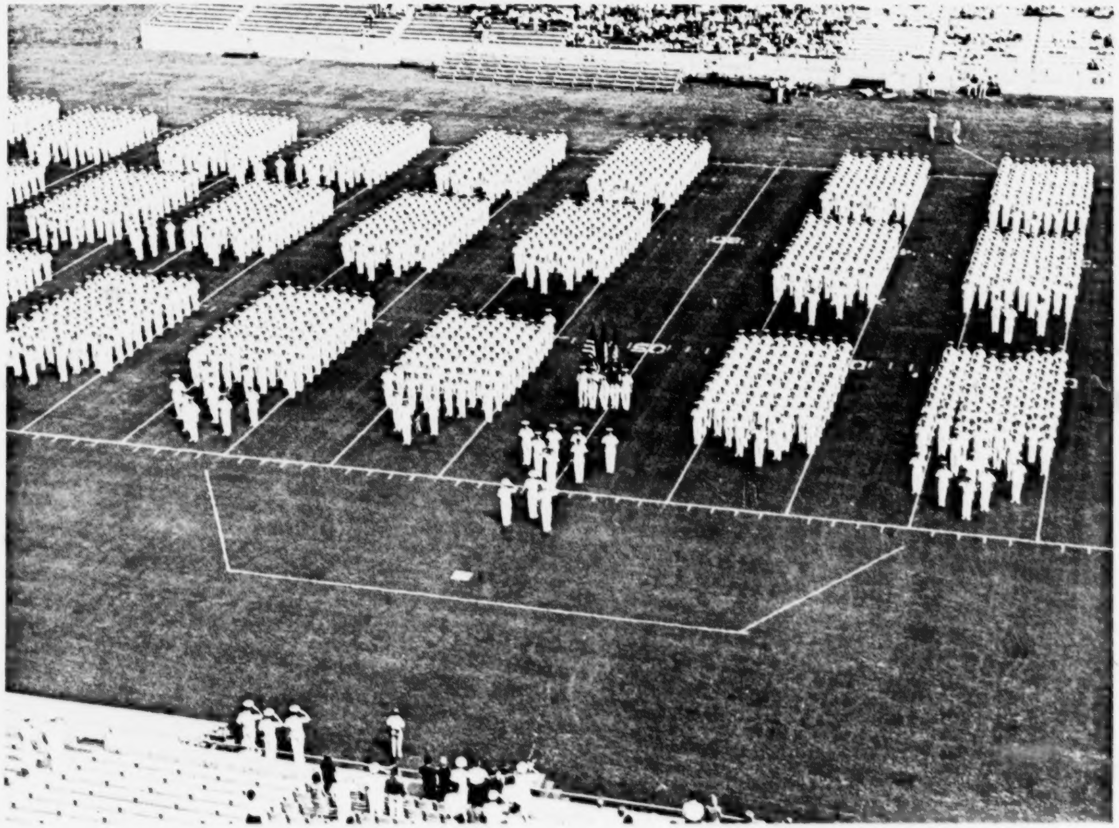

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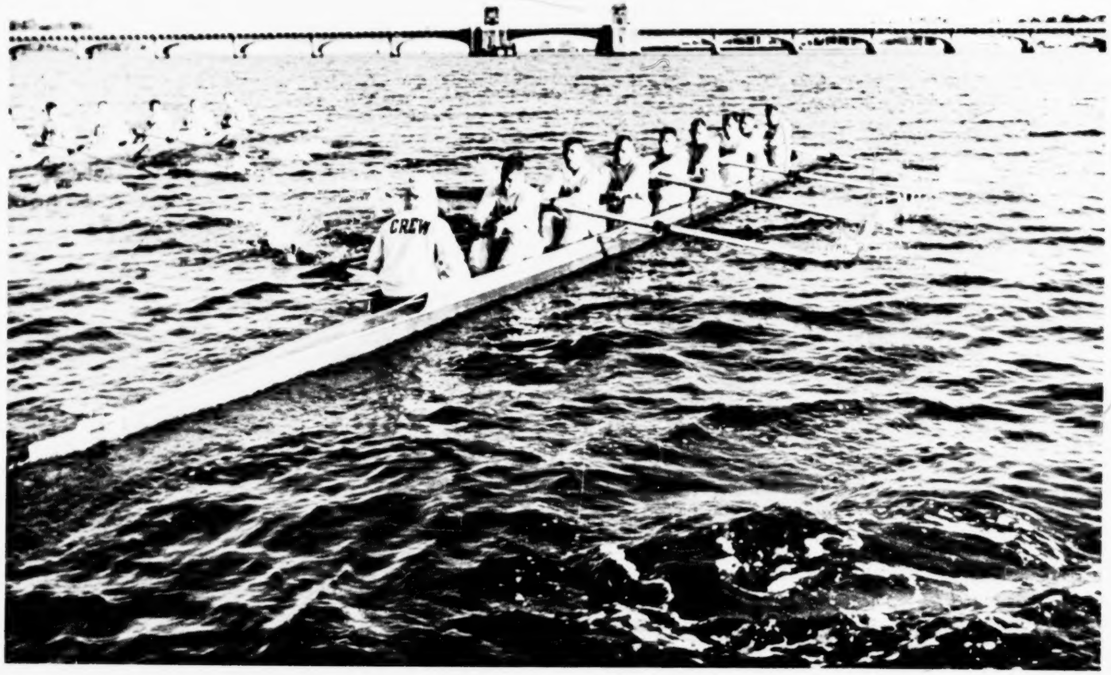

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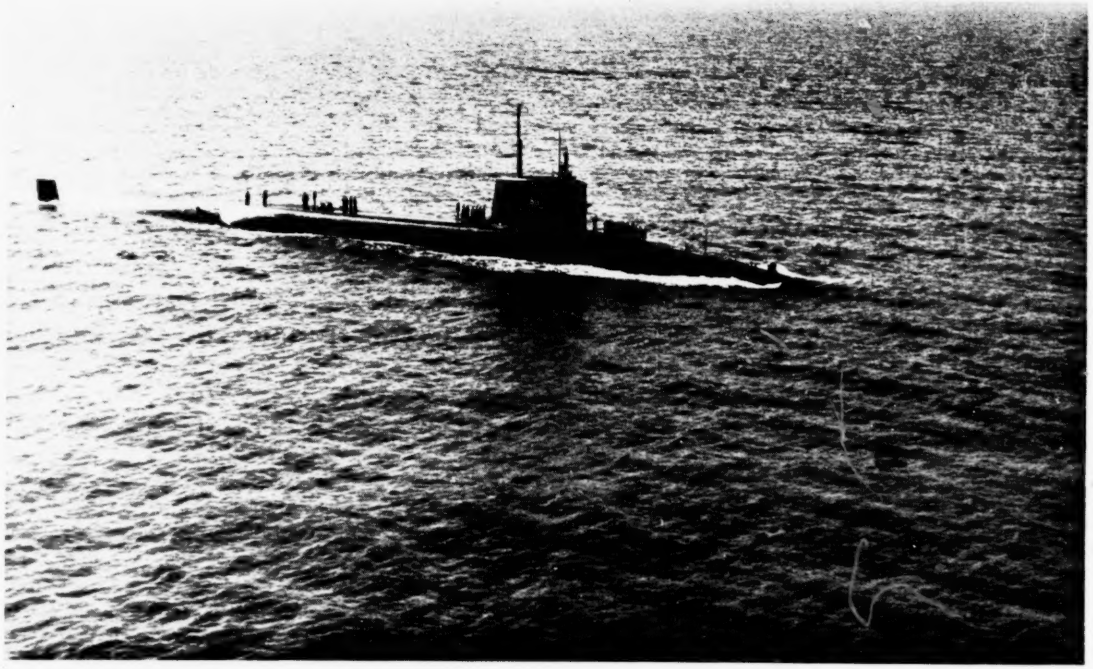

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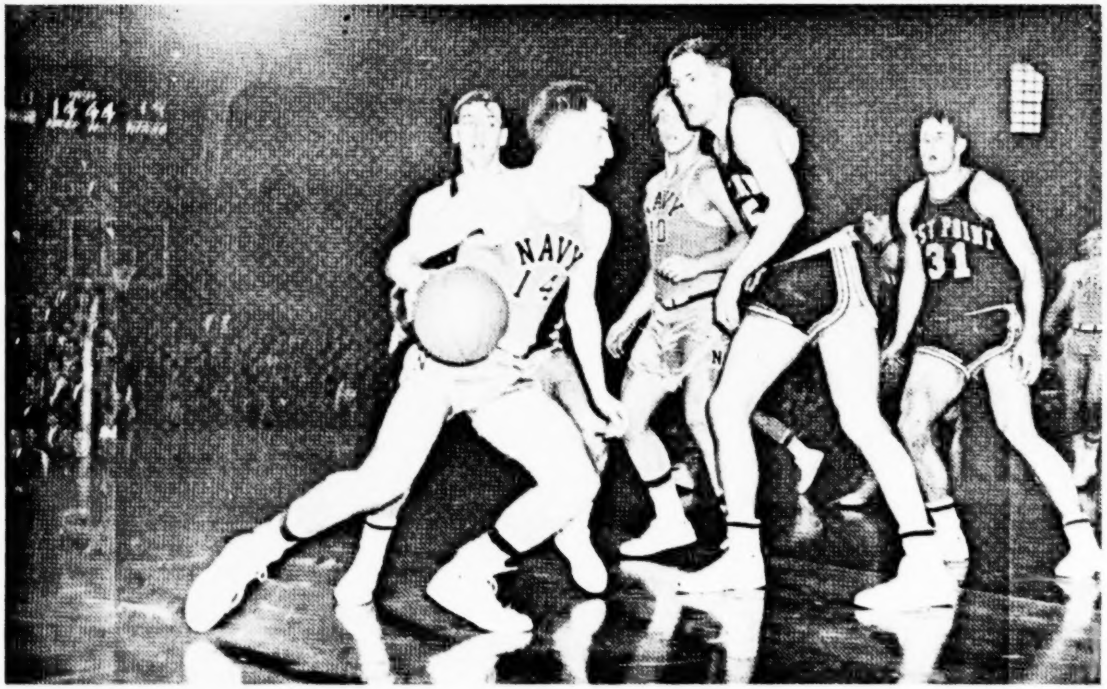
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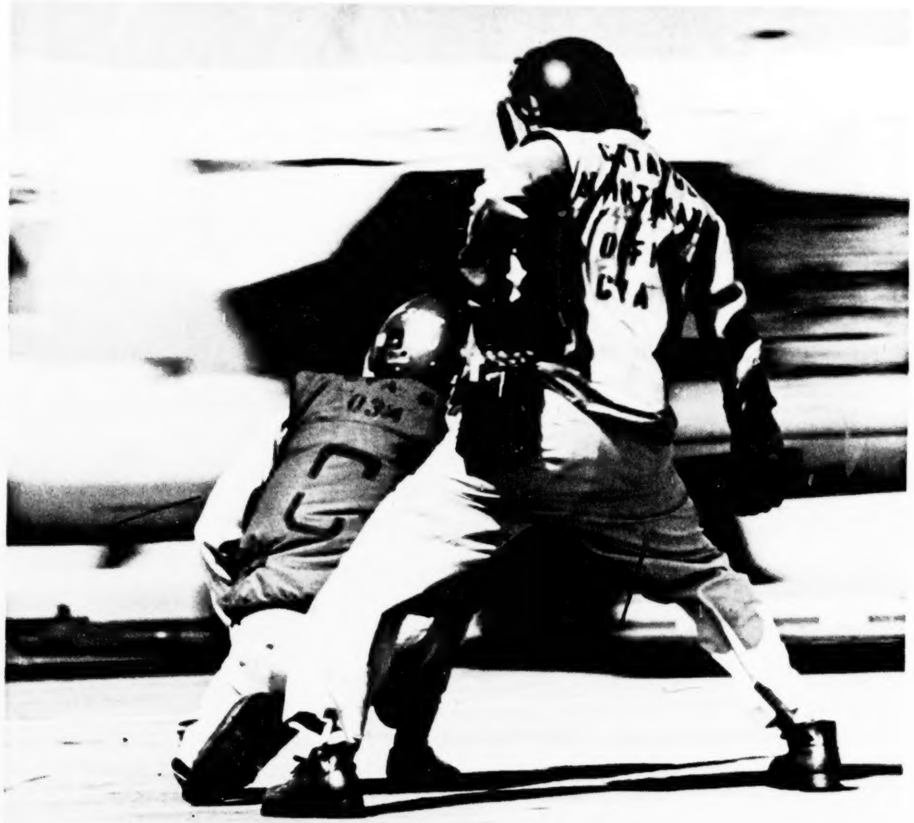
Item 10.



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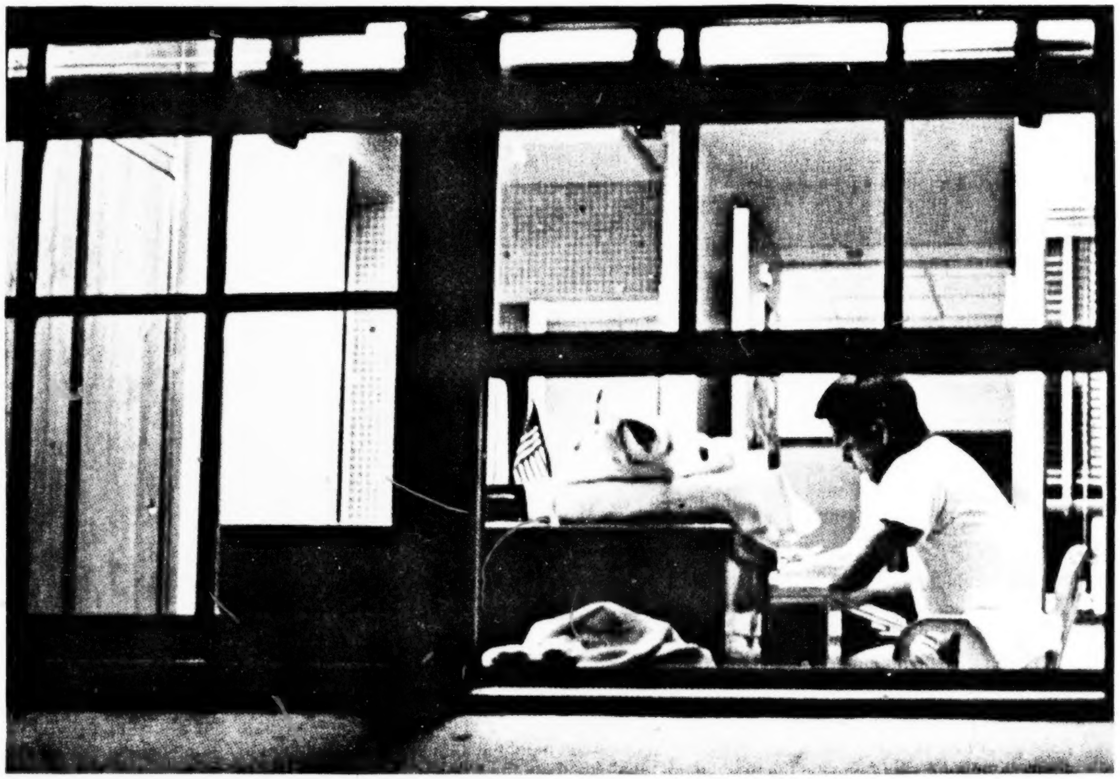


Question 2.

Which one of the following best defines positive group norms?

a. Group norms which are formed as a result of mission accomplishment

b. Group norms which are directed toward accomplishing the official group mission

c. Group norms which positively reinforce all the members of the group

d. Group norms which are fully accepted by all group members

Question 3.

Which one of the following best describes the importance of positive group norms in the military organization?

a. Group morale remains high even if group norms vary substantially from the leader's.

b. The leader should be present to aid the group as it accomplishes the task.

c. Group solidarity is evidenced and the leader is assisted in maintaining order and discipline.

d. Positive groups are significant in mission accomplishment in all military operations.

Item 12.

IMPORTANCE OF POSITIVE GROUP NORMS

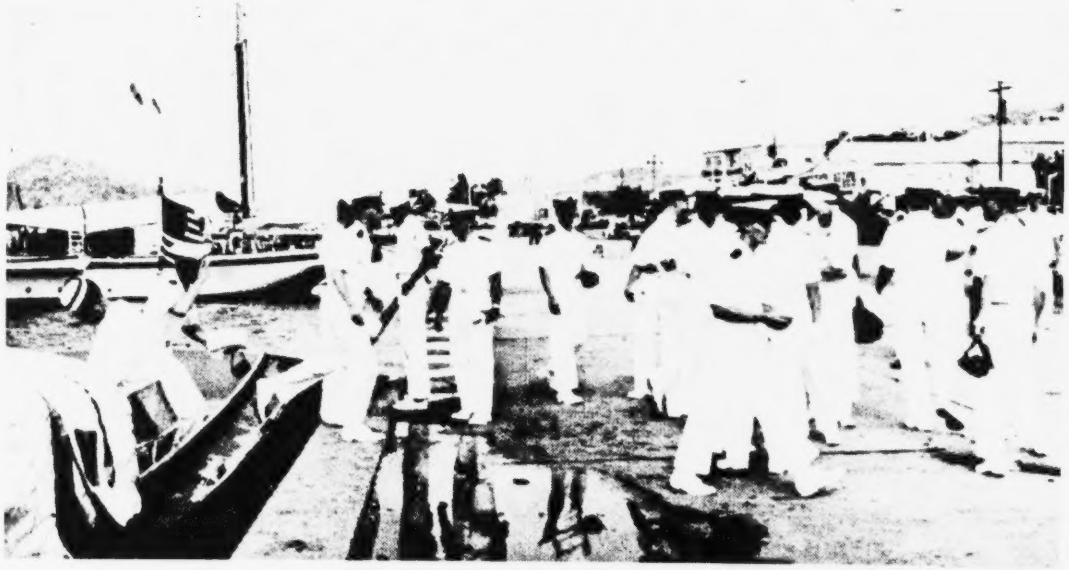
MAINTAIN ORDER AND DISCIPLINE
PROVIDE VISIBLE EVIDENCE OF GROUP SOLIDARITY
EASE THE TASK OF THE LEADER
ALLOW THE LEADER TO BE ABSENT

Item 13.

FACTORS THAT AFFECT CONFORMITY TO GROUP NORMS

1. APPROVAL AND DISAPPROVAL BY MEMBERS OF GROUP
2. BELIEF THAT THE GROUP IS RIGHT
3. HIGH DEGREE OF ATTRACTION
4. AMOUNT OF AGREEMENT OR CONSENSUS
5. BASIS FOR MEMBERSHIP
6. NEED TO BE LIKED AND ACCEPTED

Item 14.



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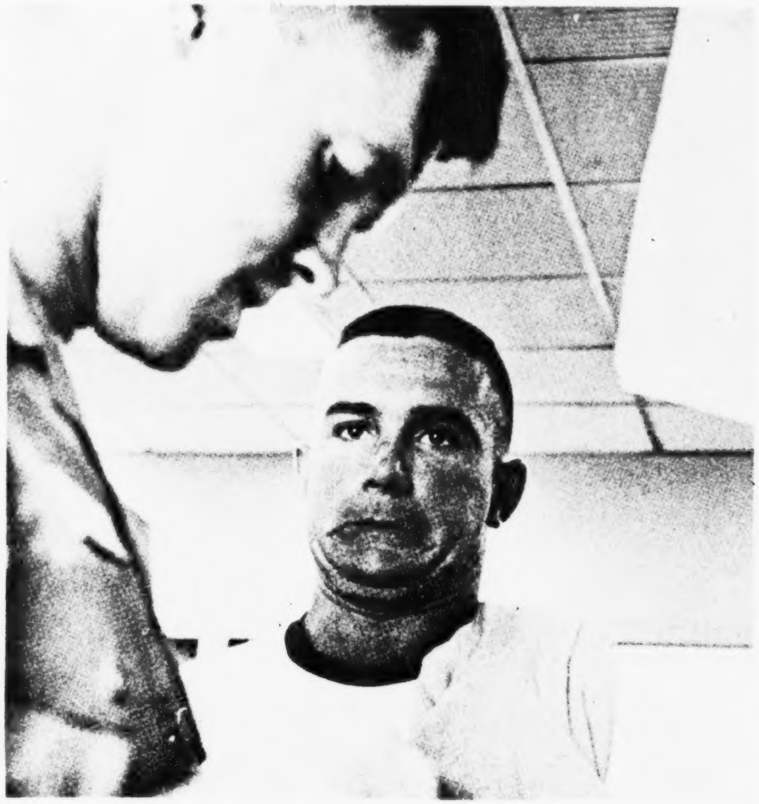

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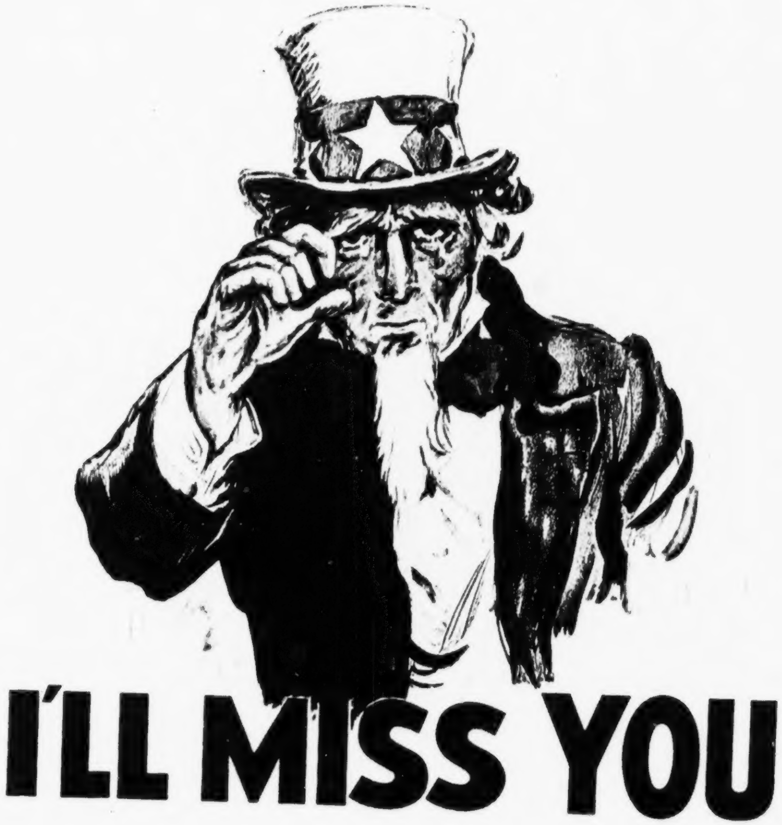
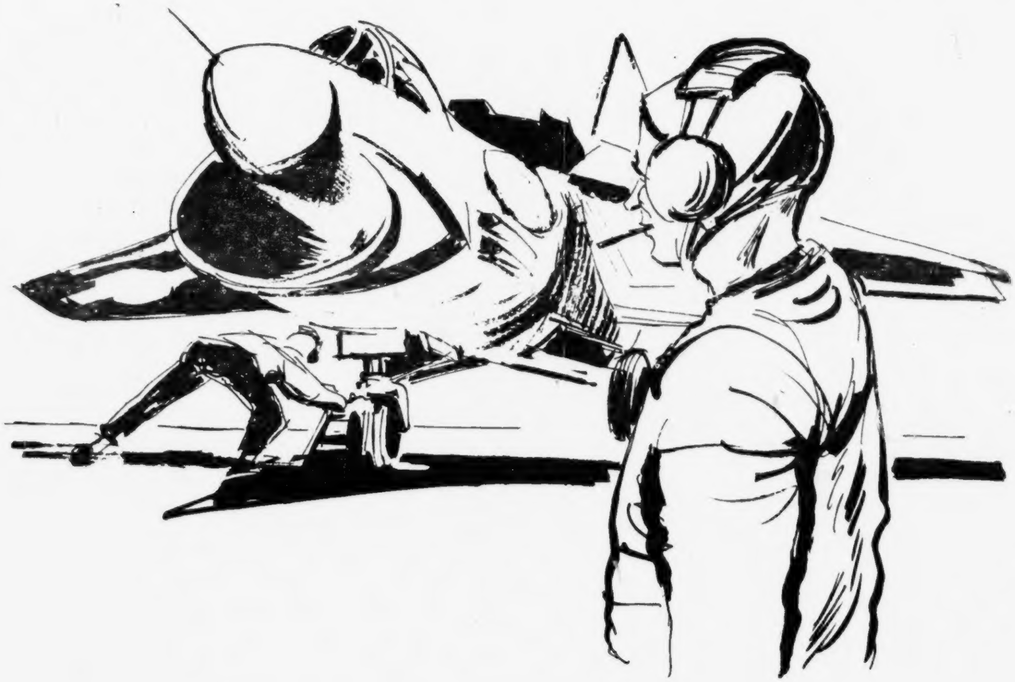

I'LL MISS YOU

Item 17.

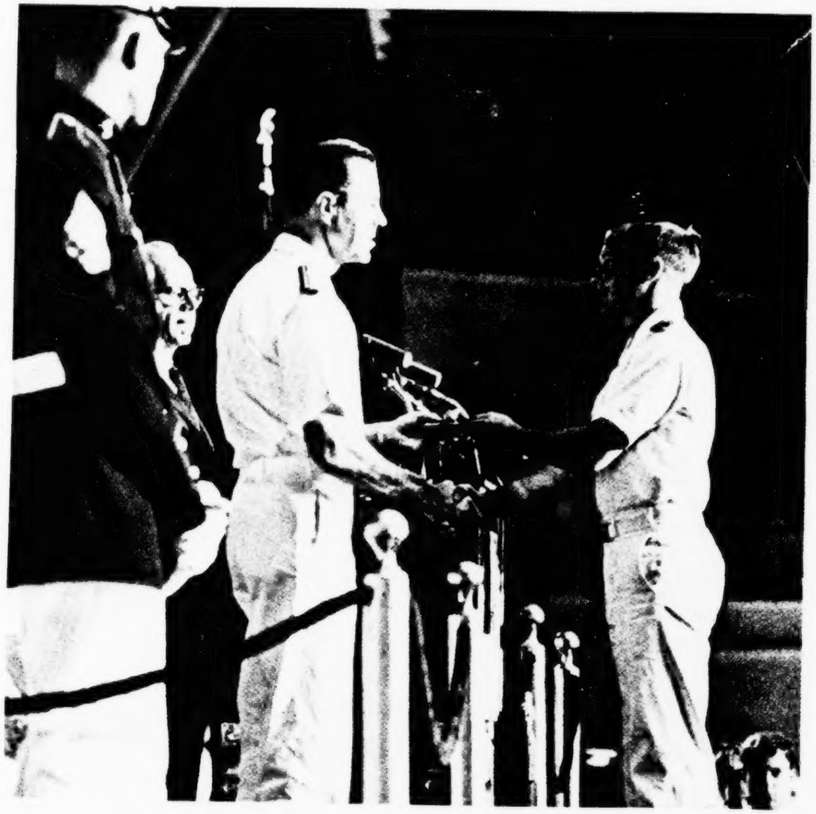


Question 4.

Which, if any, of the following factors affect the degree to which members conform to group norms?

a. A high degree of attraction to the group
b. Approval and disapproval by other group members
c. Both of the above
d. None of the above

Item 18.



Question 5.

Which one of the following is not a factor which affects the degree to which members conform to group norms?

a. Satisfaction with the group and its goals

b. A need to be liked and accepted

c. A belief that the group is right

d. A belief that you should avoid discussing personal matters

Question 6.

The effectiveness of group approval or disapproval is dependent upon whether or not:

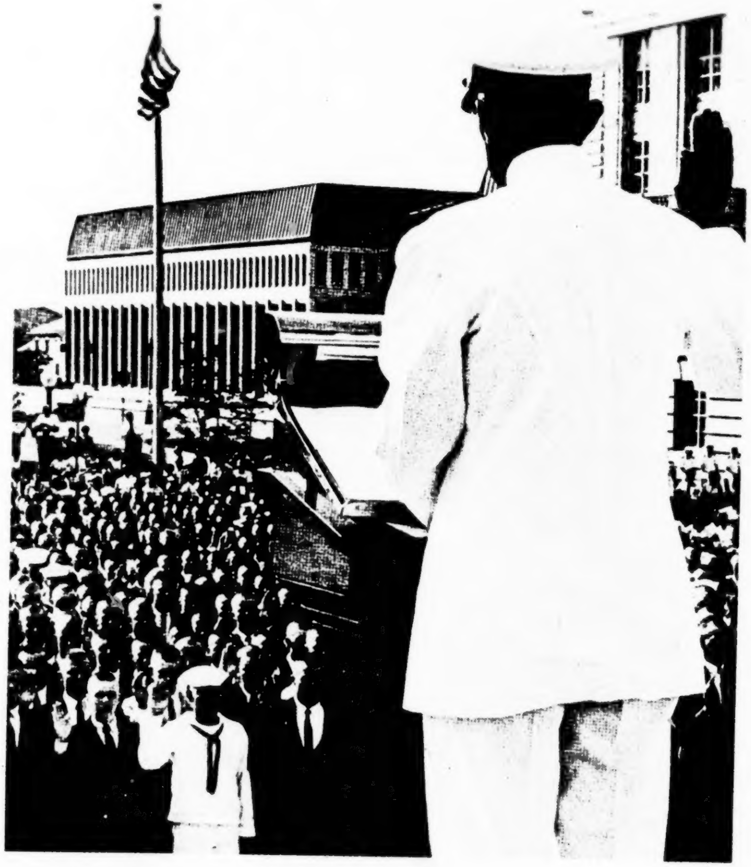
a. The group is successfully fulfilling the needs of its members.

b. The leader of the group approves or disapproves the groups actions.

c. The personalities of the groups member are different.

d. The group is large and permanent versus one that is small and tentative.

Item 19.



Question 7.

Which, if any, of the following is true of conformity to group norms?

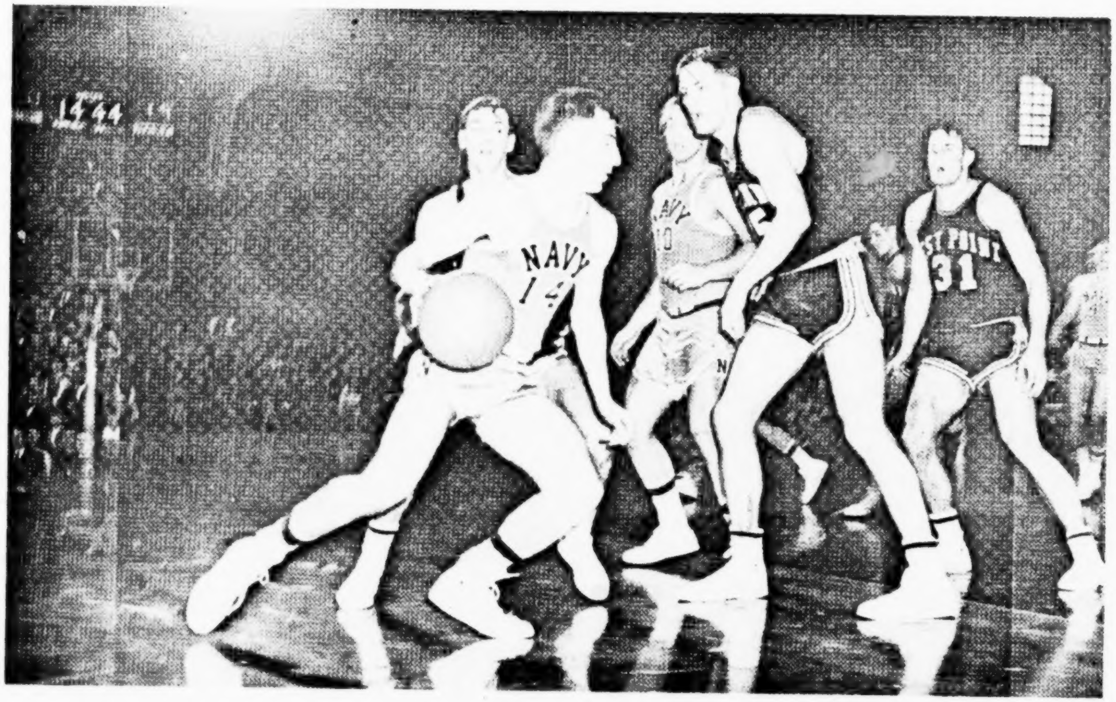
a. The more that a leader helps group members to satisfy their needs, the more they resent his help.

b. Members are more willing to follow the leader's suggestions when they can satisfy his needs.

c. The more a leader helps group members to achieve their needs, the greater will be their acceptance of him.

d. None of the above

Item 20.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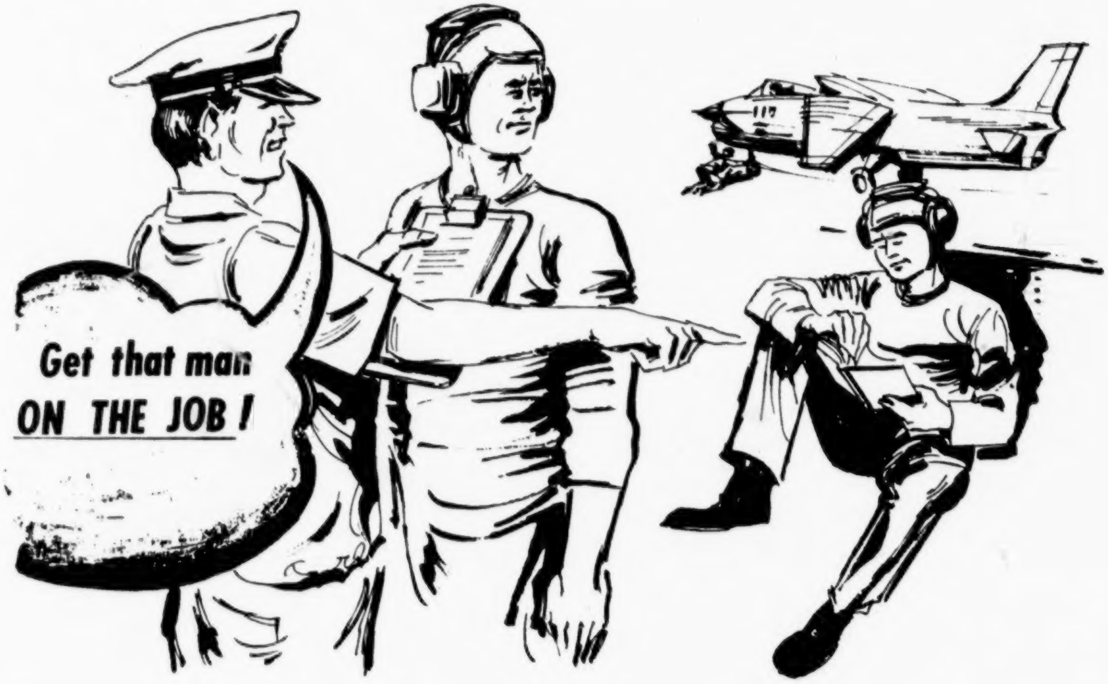
Item 21.


Get that man
ON THE JOB !
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Question 8.

Which one of the following should you avoid as a method for changing group norms?

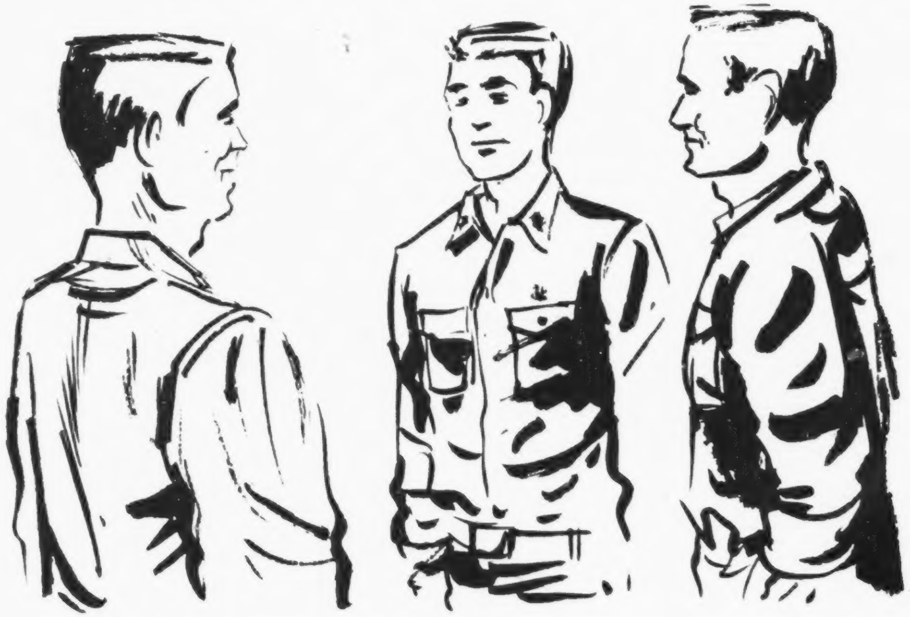
a. Change the environment or tasks.

b. Rely on non-reinforcement of the unwanted behavior.

c. Keep leadership techniques constant.

d. Have a gripe session to discover the cause of the unwanted behavior.

Item 22.



Question 9.

Which one of the following best defines TRIADIC CONFRONTATION?

a. Changing group norms through the use of negative reinforcement

b. Using positive reinforcement or extinction in a small group to change group norms

c. Allowing groups of three individuals from your subordinates to establish norms for the group

d. Confronting three of your subordinates with the responsibility for deviant behaviors of your group

Question 10.

Which one of the following means to be used for changing group norms is least appealing to the energetic, aggressive leader?

a. Conflict resolution

b. Triadic confrontation

c. Role-model

d. Passage of time

Question 11.

Which of the following illustrates a negative consequence of conformity?

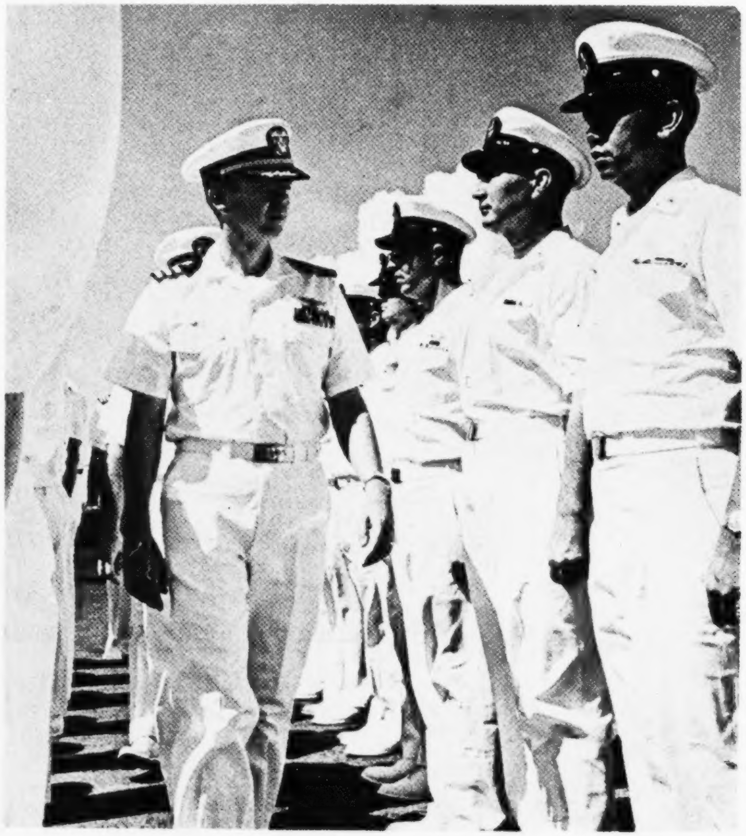
a. Build up of rigidity in the system

b. Inability to rapidly devise new solutions

c. Inability to quickly adjust to new demands

d. All of the above

Item 23.



United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment IV
Conformity as a Factor of Group Behavior

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

CONFORMITY AS A FACTOR OF GROUP BEHAVIOR

PROGRESS CHECK

Question 1.

MIDN LT Burns commanded the 9th Company of the Brigade. Although the 9th Company was not the top company in the Brigade, its performance was generally rated excellent.

The company was constantly seeking improvement. One midshipman tutored his classmates in French whenever someone expressed the need for this assistance. Others exchanged their tutorial services for help in overcoming their own academic problems. One fourthclassman complained one night that no one would leave him alone because his grades in math were falling. "I can't walk down the corridor without someone asking me if I've done my homework," he moaned to MIDN LT Burns.

The company formed a softball team in the spring. Former varsity baseball players who were not eligible to play varsity ball volunteered to coach. Special attention was given to the weaker players so that the company could field a team with good all-around capabilities.

(continued)

Question 1. (continued)

Select the statement which describes the group norms which exist in the 9th Company.

a. The men are constantly seeking to compete with each other, and are attempting to attain a better reputation among the other companies.

b. The men are attempting to resolve all interpersonal conflicts, so long as the Company's organizational goals are not endangered.

c. The men subscribe to the belief that a laissez-faire attitude is the best approach to discipline and increased performance within their company.

d. The men are interested in performing all their activities in a better way, and each man desires to help any company member who is in need of assistance.

Question 2.

LT Morgan and his men had been assigned many combat missions. When they returned from each mission, Morgan would hold a critique to point out the best performances that had occurred and to discuss possible improvements.

LT Morgan received a message to report to Division HQ for two weeks. He was instructed to temporarily turn his command over to MSGT Milham. LT Morgan left his unit, confident that they would perform normally during his absence.

From the following choices, select the statement that best describes the probable effect on the existing norm in LT Morgan's unit.

a. The men will resent having to follow MSGT Milham's orders.

b. LT Morgan has been strict with his men and knows that the fear of punishment is enough to keep them in line until he returns.

c. LT Morgan had permitted his men to be lax in unimportant situations. By allowing these favors, LT Morgan believes the men will perform obediently, for his sake, until he returns.

d. LT Morgan consistently emphasized the activities of the group to provide solidarity and cohesiveness. Thus, he knew that during his absence, the group would still maintain high standards of organization.

Question 3.

ENS Bass' division enjoyed amicable leader-subordinate relations. Although all the CPOs involved themselves in personal relationships with the seamen, they were able to separate these involvements from their professional duties. The seamen understood the necessity for this, and felt that they should not make it difficult for the CPOs by misusing their good relations to unfair advantage.

Petty Officer Gongwer was promoted to CPO on April 1st. Prior to his promotion, the men, especially the other petty officers, had no great affection for Gongwer. After his promotion, CPO Gongwer often gave better work assignments to the petty officers in his previous group.

Select the statement which explains the reason for CPO Gongwer's deviant behavior (i.e., granting favorable treatment to certain selected individuals).

a. CPO Gongwer wanted to be accepted and liked by the petty officers.

b. CPO Gongwer disapproved of the existing relationships within the section.

c. CPO Gongwer felt that the group did not provide enough rewards to motivate the men.

d. CPO Gongwer was attempting to satisfy the needs of the petty officers.

Question 4.

It was unofficial routine in the wardroom mess aboard an LPH in the Seventh Fleet for the stewards to serve popcorn, soft drinks and small frozen pizzas during the nightly movie. After an unusually long and exciting movie one night, the wardroom required an hours labor to return it to a respectable condition. The next day a notice appeared in the POD that no more items would be sold in the wardroom during the movie. Several junior officers got permission from their department head and went to see the Executive Officer to request a reconsideration of the decision.

Select the statement that correctly describes the probable cause of the small group's deviant behavior from that of the remainder of the wardroom officer's quiet compliance.

a. Group behavior reflects the organization level norm.

b. Group opposition to an unpopular organization level decision provides a means for improving group solidarity on nearly all occasions.

c. By voicing opposition to the unpopular organization level decision, the men in the small group felt that they were increasing their acceptance and popularity with the wardroom junior officers.

d. Opposition to an organization level decision is acceptable on the group level if the men are convinced that they are right.

Question 5.

Marine 2-LT Rowan commanded a special artillery unit which provided close support for infantry troops conducting an extended search and destroy operation. After the first month 2-LT Rowan noticed an alarming lack of "esprit de corps" and very low morale among the men. Many of the men complained openly to 2-LT Rowan that they were receiving little if any recognition for their support of the operation.

From the following choices, select the statement that correctly describes what 2-LT Rowan should consider in order to correct the situation.

a. 2-LT Rowan should consider the problem a disciplinary matter, and use punishment methods to improve the situation.

b. 2-LT Rowan should consider whether or not the men's needs are being satisfied.

c. 2-LT Rowan should thoroughly evaluate the performance of each man and then consider the possibility of a few men not fulfilling their obligations to the unit.

d. Both a and c above

Question 6.

1-LT Grady was assigned to capture and secure objectives A, B, and C, in that sequence. LT Grady had been trained to strictly obey orders. Grady conformed to the orders and did not secure objective C before A and B. He accomplished his mission, but it took much longer than anticipated. If he had taken objective C before objective B, it probably would have taken less time. 1-LT Grady's Commanding Officer was not pleased with the performance.

From the following statements, select the probable reason for 1-LT Grady not changing the sequence in which he took his assigned objectives based on the effect of conformity on creativity.

a. LT Grady did not understand the orders issued by his commander.

b. LT Grady performed the mission according to orders, even though modification in the arranged sequence would have improved mission accomplishment.

c. LT Grady lacked organization and direction in handling his men. Compliance with orders was automatic and correct.

d. LT Grady ordered his men into combat and performed the mission in the prescribed manner.

Question 7.

The USS Anne Arundel County (LST-840) was assigned duty in Vietnam. Although the LST was performing its mission, she had not won an "E" since her assignment, and morale was low.

LT James was assigned as the new CO on the LST and was determined to win an "E." He assembled all the CPOs and informed them that they were capable of winning an "E" and should direct their efforts toward that end.

From the following choices, select the statement which correctly describes the appropriate method for establishing a new norm aboard the LST.

a. Make new situational or task demands which require the group to change attitudes and adopt new norms consistent with the requirements of the situation.

b. Recognize any undesirable group behavior and bring it out and into the open where it can be delt with objectively.

c. Reinforce only the responses in the group that will eliminate unwanted behavior.

d. Reinforce responses indiscriminately to encourage individuals in the group and make them more self-reliant and confident.

Question 8.

Weapons training and tactical operations have long been major subjects for training in the Marine Corps. The Marines at Naval Station Guantanamo Bay, prior to the change of government in Cuba, like most other Marines, stoically underwent the required training and tactical exercises with no more than the usual gripes about the heat and insects.

During and following the civil strife accompanying the change of government, Marine commanders at every level on the base noted a dramatic, almost overnight, change in the men's attitude toward training. Teamwork, cooperation, and concern for "doing it right" spread through every Marine activity, not only among those who might have to face the initial hostile action. Members of various groups even began "policing" the other members of their group when minor errors were made. All hands were genuinely concerned with the security of the base and the accomplishment of their missions.

From the following choices, select the factor which led to the establishment of the new attitude and group norm.

a. Differential reinforcement
b. New environment
c. Conflict resolution
d. Triadic confrontation

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Three SEGMENT IV

REMEDIATION TEXT Audio Script - VOL III-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	d	Pages 1-4, 14
2	d	Pages 2-4, 14
3	a	Pages 6-8, 14-15
4	c	Pages 5-8, 15
5	b	Pages 6-9, 15
6	b	Pages 13-16
7	a	Pages 10-12, 15
8	b	Pages 10-13, 15
9		
10		
11		
12		
13		
14		
15		

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment IV
Conformity as a Factor of Group Behavior

Audio Script
(LATS)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

CONFORMITY AS A FACTOR OF GROUP BEHAVIOR

Look at Item 1.

Regardless of the emotional connotation attached to the idea of conformity, it serves as a powerful force that can be intelligently used by a group leader if properly understood. As you listen to the analysis of group norms that follows, keep in mind this central thesis--namely, that a group leader's ability to channel the dynamics of group norms will depend upon his knowledge of their limitations, benefits, and alternative options available. (Pause)

Now look at Item 2.

As one of your first midshipman experiences, you became familiar with the manual of arms and close order drill. This is a good example of group interaction. It is an activity aimed at one of the major goals of interaction which is to establish and enforce a set of group norms. It is designed to ensure a degree of conformity within a group. All groups--even groups of nonconformists--have their standards--EXPECT group members to CONFORM--have penalties, to include being dropped from group status for sufficient deviation from these norms. Again, you are aware of the extent of deviation which would cause a midshipman to be dismissed from the Academy. When norms are set--when there is some uniformity in behavior among group members--then, goals can be accomplished--tasks can be completed. (Pause)

Now look at Item 3.

Since we are discussing norms, let's take time now to define group norms. A group norm is defined as a widely shared expectation--or standard--of behavior among members of a group. Whenever there is continued interaction among individuals, group norms are formed. (Pause)

Now look at Item 4.

For example: You always wear your best uniform for scheduled formation. You always give 100% effort to win in all intramural athletic contests. You always stand and salute when the National Anthem is being played, even though you may be home on leave. Your group norm may not always be positive. (Pause)

Positive group norms are the standards which are goal-oriented--directed toward accomplishment of the official group mission. In the military organizations, positive group norms serve several important purposes. (Pause)

Now look at Item 5.

For example, they assist the leader to maintain order--discipline--they are standards of conduct that agree with norms of the Navy, with norms of the leader. If they are enforced by the group, they help the leader to fulfill his responsibility for maintaining order and discipline. (Pause)

Now look at Item 6.

Group norms also provide visible evidence of group solidarity--highly cohesive groups, whose members are strongly attracted to remain within the group. This very attraction makes the group members amenable to pressures from the group--they conform to its standards. Group members, then, derive a sense of success--solidarity--security--from being a part of successfully-maintained group norms. You have a sense of comfort--a sense of protection--from this set of rules, which are subscribed to by the group. (Pause)

Now look at Item 7.

Particularly in crack outfits such as precision teams, morale often is based on pride of solidarity. (Pause)

Now look at Item 8. (Pause)

Now look at Item 9. (Pause)

Now look at Item 10. (Pause)

Solidarity is evidenced by the highly coordinated--well disciplined--group action, which the group knows is right--and proper. In addition, the task of the leader is eased when group norms correspond to the leader's norms. The leader need not assume the posture and feelings of a driving taskmaster. Finally, positive group norms give the leader extra advantage--extra freedom--he can be absent from the group, and have reasonable assurance that the group will carry on and maintain itself. (Pause)

Now look at Item 11.

This latter benefit, more free time for the leader, is most apt to occur when he has been consistent and has provided appropriate reinforcement for normative performance. (Pause)

Now look at Item 12.

We have covered the importance of positive group norms: (1) to maintain order and discipline, (2) to provide visible evidence of group solidarity, (3) to ease the task of the leader, and (4) to allow the leader to be absent. But, how is conformity to group norms achieved? Which factors are present and affect the degree to which group members conform to group norms? (Pause)

Now look at Item 13.

We shall consider each factor in turn.

If a midshipman consistently and flagrantly violates the Naval Academy Honor Concept, his behavior most definitely would not be approved by the Brigade of Midshipmen or the official staff of the Academy. In fact, it is highly probable that the man without a sense of honor would be quickly dismissed from the Academy. On the other hand, when an athletic team elects a Captain for the coming year, it represents approval by the group of the individuals conformity to the groups norms.

Now look at Item 14.

When midshipmen conduct themselves as officers and gentlemen both on and off liberty, they are conforming to group norms and this is a reflection of their desire for group approval.

Factor number two, BELIEF THAT THE GROUP IS RIGHT, will foster the member's conformity to his group's standards. (Pause)

Now look at Item 15.

It does not require too many explanations and directions before the plebe understands there is a purpose to his new set of rules--and the plebe soon conforms to these standards. (Pause)

Consider the third factor in the list, A HIGH DEGREE OF ATTRACTION. Conformity pressures are powerful when there is a high degree of attraction to the group. If you want very much to stay in a group, you are more inclined to want to conform to the demands or norms of the group. (Pause)

Now look at Item 16.

Group dynamics research has experimentally established a well-known principle, that the attractiveness of the group provides the base for the power the group has over its members. And, non-conformity leads to the threat of rejection or expulsion from the group. If membership in the group is valued, members conform. Recruitment and reenlistment for all services is built around this point. Indeed, this is the basis for establishing an all volunteer Armed Forces. (Pause)

Factor number four is the AMOUNT OF AGREEMENT OR CONSENSUS. The amount of agreement or consensus within a group will affect the members tendency to conform to group standards. If a majority of your unit believes that sponsoring and supporting an orphanage should be the priority volunteer project for the unit, you, as a member of that unit will be influenced to conform to that group consensus and support the orphanage project also. Now look at factors numbered five and six. Orientation which the member has to the group--his BASIS FOR MEMBERSHIP--will affect that member's conformity. Did the member volunteer, was he assigned, was he appointed, in his association with the group purely happenstance? All of these factors affect a member's conformity.

The person who is concerned about his personal relations with the group, his need to be liked and accepted, is more susceptible to the group's power over him. He is more sensitive to the threat of rejection--more responsive to acceptance--than if he were only task-oriented. However, members of your group will be quite susceptible to group pressure if being in the group is the only means available for them to perform a task which is highly prized. (Pause)

Now look at Item 17.

An example of this could be the love of flying combat aircraft, and hence the junior officer wants very much to remain in his billet in an aircraft squadron. Or, the gunner's mate who loves to repair ordnance and therefore wants to stay with the unit on the destroyer tender, rather than be on the destroyer where he would primarily operate and maintain ordnance. (Pause)

Conformity to group norms is most frequently enforced in actual practice through the first of the factors which we presented to you--the use of group approval or disapproval. You will probably ask yourself the question: "What determines whether group approval or disapproval will be effective in enforcing group norms?" The answer to this depends on several factors--how much the individual members desire to belong to the group and the manner in which the group displays approval or disapproval.

Now look at Item 18. (Pause 3 sec)

Thus, approval and disapproval are most effective as a means of enforcing conformity when: (1) the group is successfully fulfilling the needs of its members, and (2) (Pause) the group is the only source of need satisfaction for its members. (Pause)

Group approval and disapproval also can be ineffective as an enforcer--particularly when the group has not been very successful in satisfying the member's needs. (Pause)

Approval and disapproval can be ineffective when subordinates have other groups which will accept them--provide greater satisfactions. This is what occurs when a subordinate decides to return to civilian life--decides not to reenlist. The subordinate considers civilian life his ace-in-the-hole. Finally, group approval and disapproval are not effective enforcers when members have no choice--are forced to remain in the group--are constrained against leaving. This presents a challenging leadership situation for the junior officer--to make his group attractive to the individual who didn't want to be there initially--to make the group's approval or disapproval an effective factor.

Now look at Item 19.

If your leadership makes your subordinates want to stay--if it provides a high level of natural or voluntary attraction toward remaining a member--power of the group to influence conformity is enhanced. You may consider this to be somewhat incongruous; you may consider that conformity connotes autocracy--force. An attractive group, however--one that is good to be in--does have the greatest influence over its members--

reinforces them as they work hard. This includes a desire on the part of the member to yield to group demands--to win acceptance, continued membership in the group. Let's review what you should know about group norms and conformity. You have seen that the more a leader helps his subordinates to achieve their needs--assists them and provides reinforcers--the more firmly these subordinates will support that leader and accept him. Acceptance denotes that subordinates are willing to follow the leader's suggestions and conform to standards of work and conduct. (Pause)

Subordinates who receive reinforcers--have their needs satisfied--are willing workers--perform at high levels--to continue receiving benefits and satisfactions--prefer satisfactions related to this group over receiving them elsewhere. Therefore, satisfaction is the key--satisfaction is closely tied to the leader approval--and, approval from other group members. Punishments rarely appear necessary in such a highly satisfying group. Withholding approval produces punishing feelings from within--punishment need not be applied from without. Providing positive reinforcement has another remarkable quality. It permits higher standards than those which usually are established by outside authority. The group performance does not depend upon the presence of a policing taskmaster. Performance is full-quality. Groups which are merely complying to avoid punishment usually produce performance of half-hearted quality. We may ask now: "How are group norms established?" and "How are they changed?" One means of eliminating unwanted norms is to reinforce only those responses in the group which are to be strengthened. In this manner, desired behavior is reinforced--unwanted behavior is extinguished. (Pause)

Now look at Item 20.

For example, reinforcing responses where group members engage in athletics and other activities which require them to have endurance, may eliminate an unwanted norm where members have taken up smoking. Unwanted group norms can be eliminated by changing the environment. (Pause)

Now look at Item 21.

A tendency may have developed for a few members to slide out from under the work load and leave others to do more than a reasonable share. A change in leadership techniques may alter the environment--such as closer supervision through physical presence in the work area. So, also, can specific assignments of tasks to individuals, holding each, rather than the group responsible for completion. The environment can be adjusted in many different ways to accommodate different problems. Another means of changing group norms is called conflict-resolution. Here, unwanted group behaviors are identified and then openly discussed and dealt with as objectively as possible--the aim being to solve underlying problems which resulted in nonconformity. (Pause)

Consider the situation which faces the division officer whose men consistently miss the last liberty boat and are over-leave--they are noted for being late returning from liberty. Nonconformity is frequently expressed as defiance or aggression--response to grievances that have not been adequately responded to by the group--or by the leader. In this situation, the division officer needs to identify the cause of the behavior, bring it out in the open with his men--gain their cooperation in resolving both the problem and the cause. Next the group norms can be changed by redirected effort. Similar to the change of environment, redirected effort involves a presentation of new situations--new tasks--involves the group to change its attitudes--adopt new norms, consistent with the requirements of the new situation. This can be visualized from the viewpoint of a newly commissioned officer making practical application of the principles learned in school. The effort at school may have been directed toward qualification for commissioning--the practical application effort is a redirecting toward problem solving. (Pause)

Triadic confrontation is the title given to the fifth method of changing group norms. This confrontation is a specially designed meeting among three members of a group. (Pause)

Now look at Item 22.

The leader selects two compatible group members--and sets up an interview. One of these members closely approximates the standard or norm the leader wishes to establish. The other member does not meet that norm--but values the opinion and status of the first member. The leader personally participates in the interview and uses principles of reinforcement. Comments are directed toward the individual who does not measure up to the norm, and his favorable responses are reinforced. Unacceptable responses--excuses--are ignored--their extinction is initiated. The leader carefully avoids any introduction of punishment during the interview to minimize possibilities of complaining after the interview is terminated. Under some circumstances, using a private interview to change a person's attitude can be ineffective. The person may be persuaded to change while in the privacy of the interview--but, when he returns to his old environment, conformity to the old pressures will be influential in causing him to revert to the unwanted attitudes. His peers may view his changed behavior from the interview, as deviant from their norms--want him to conform to them once more. If he fears a loss of position with his peers--he will yield to their pressure--revert to old patterns. Triadic confrontation situations--or confrontation with the entire group at one time--tends to develop the change as a new norm which then is mutually reinforced by the group. (Pause)

Yet another method for changing group norms is presented when the leader provides a personal example with his conduct and performance--this is called a role-model. Often, through personal example, a leader can bring about change without issuing a single order or any other form of communication.

Finally, there is another means by which group norms can be changed--passage of time may dissipate the problem. You have observed this in operation when the upperclassmen interact with the underclassmen at the Academy. With time, there is a dissipation of behavior patterns which developed from that interaction. This can occur any time new members of your group interact with newer members. As previous members depart--the upperclassmen graduate--new members are introduced. Group interaction--group pressure--causes the nonconformists to be overshadowed by the conformists. Behavior patterns which are not reinforced tend to become dissipated with time. If this method were used exclusively, it is a rather passive, laissez-faire leadership method of dealing with problems. It is NOT an appealing approach to active and energetic leaders, who like to deal directly with challenges. (Pause)

We have discussed conformity as a leadership goal--a reason for the leader to be effective in exerting influence on his subordinates. Should you consider that there are possibl negative consequences of conformity? Obviously, you should. There are such possible consequences when we are interested in promoting creativity. Conformity may tend to thwart creativity. Conformity tends to maintain the status quo--keep things constant--as they are. It cranks rigidity into the system and allows it to build up resistance to change. Conformity to orders is necessary. But, when the situation requires ability to devise new solutions--to adjust--to be flexible--to respond to new demands, conformity can result in a deadening of creativity--it can be detrimental to the mission. (Pause)

Return to Item 1. (Pause 3 sec)

In summary: Group norms-conformity to group norms--factors influencing conformity--methods of changing group norms, were discussed. Group norms were defined as widely shared expectations or standards of behavior among members of a group. Positive group norms are those directed toward official mission accomplishment. (Pause)

Return to Item 12.

Therefore, positive group norms are important for a military organization because: first, they help to maintain order and discipline; second, they give evidence of group solidarity; third, they help the leader to do his job; and fourth, they allow the group to function in the temporary absence of the leader. What about conformity to group norms? (Pause)

Return to Item 13.

We presented 6 factors affecting conformity: first, approval (reward for conformity) and disapproval (punishment or ignoring to extinguish nonconformity); second, member belief that the group is right; third, high degree of attraction to the group; fourth, high level of agreement (consensus) within the group; fifth, basis for membership in the group which is important to the individual; sixth, a need to be liked and accepted.

Now look at Item 23.

Perhaps, the most effective factor among these is group approval or disapproval. Approval or disapproval operates most effectively when the group is successfully satisfying the needs of its members--and, when the group is the only source of need--satisfaction for its members when members are truly dependent on the group. The key here, is satisfaction with being in the group. (Pause)

Then, ways in which unwanted group norms can be eliminated--group norms can be changed--were presented as: first, reinforce only those responses to be strengthened; second, change the environment; (Pause) third, use open discussion for conflict-resolution; fourth, redirect group effort toward new tasks or new situations; fifth, use triadic confrontation rather than exclusively confronting individuals in private; sixth, provide leadership through personal example, or through providing a role model, and seventh, allow time to slowly dissipate the problem or change the composition of the group.

The leader must be careful to avoid overemphasizing conformity. Conformity tends to keep things as they are--maintains a status quo--sets up resistance to change. Also, conformity can thwart creativity as required for certain leadership situations. Conformity may reduce flexibility needed for mission accomplishment. (Pause)

This concludes our comments on conformity and group norms. Their analysis hopefully provided what we had promised--namely, an explanation of the limitations, benefits, and alternative options available in dealing with group norms.

This concludes Part Three, Segment IV.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment V
Relation of the Individual to the Group

Syndactic Text
Single Volume
(ST/SV)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

> *"Think as you please but conform to the customs."*
>
> *Horace*

The individual's participation in the group causes him to have some role expectations connected with his participation. Such expectations, treated briefly in the last segment, are examined in more detail. The relationship among role position, role behavior, and role expectations is analyzed, and role strain and role conflict are explained.

Group performance is achieved by each group member's fulfilling his role expectations, which often require him to interact with other group members. This concert of action requires communication among group members. Researchers examining various group communication patterns have determined the effectiveness of the patterns as well as the effect of the use of such pattern on group members. Several of these group communications patterns are examined to acquaint the leader with the effects of these methods on mission accomplishment and group member morale.

RELATION OF THE INDIVIDUAL TO THE GROUP

Summary 1

Role Position, Role Behavior, and Role Expectations

Members of a society are categorized into "positions" which reflect or are related to the needs of that society. Age, sex, occupation and social status all affect an individual's usefulness to society and therefore are most often used to categorize individuals into positions.

Sociologists define a "position" as a category of persons occupying a place within a social relationship. Consensus about the existence of a category may range from two people to the whole of society. The whole of society agrees about positions associated with age and sex. Occupations which require a wide interaction with others outside the occupation also have a wide consensus regarding them.

Once categorized, the person in a given position is said to occupy a role position. Closely related to this concept is that of role behavior. This concept describes the actual behavior of an individual relevant to the position he is occupying at a given time. This behavior may or may not conform to the behavior which is expected of him in that role.

Role expectations, on the other hand, represent how an individual occupying a position is expected to behave. They are tied to norms or standards which prescribe a range of actions for the individual occupying a given role in a social structure. Particular individuals, however, may deviate from these expectations in two possible ways:

1. They may fail to display the behavior that is normally associated with the role.

2. They may introduce behavior that is not normally associated with the role.

Although the individual who deviates from expectations may incur censure, the way in which the role is perceived by society is not changed. On the whole, censure becomes internalized by the individual so that transgressions of expected or obligatory behavior are accompanied by feelings of guilt. Depending on the situation, a rather wide range of behavior is permissible in some cases although not in others.

Extremely relevant to role position and role expectations is the social system in which people function. Within a system, every social role has others to which it is related; every position has a counterposition associated with it. Persons occupying a position and its counterposition are known as role partners. Some well-known role partners are mother and child, teacher and student, and leader and subordinate.

Role partners have certain expectations regarding each other's behavior. These expectations imply that the obligations of one partner become the rights and privileges of the other, and vice versa. This relationship between role partners becomes a source of what is termed role strain when the rights associated with a position are not rewarding enough to motivate the occupant of that position to carry out his obligations.

This is the end of Summary 1. Now, take Summary Pre-Quiz 1 on the following page.

Summary Pre-Quiz 1

Role Position, Role Behavior, and Role Expectations

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following statements correctly describes role position?

   a. Role position applies to the behavior one exhibits.

   b. Role position applies to a category of persons occupying a place within a social relationship.

   c. Role position applies to the behavior one is expected to exhibit.

   d. Role position applies to the place a person holds because of certain behavior.

---

2. Select the statement which correctly defines role behavior.

   a. The behavior of an individual that is relevant to the position he is occupying at a given time

   b. The behavior exhibited by an individual

   c. Behavior which is shared with others playing the same role

   d. Behavior a person is expected to exhibit because of his position

3. Match the following.

a. Role position

b. Role expectations

c. Role behavior

1) Behavior which is tied to norms or standards which prescribe a range of actions for the individual occupying a given role

2) A category of persons occupying a place within a social relationship

3) The behavior of an individual which is relevant to the position he is occupying at a given time

---

4. The Commanding Officer of the Marksmanship Training Unit at Quantico works hard to train the best shooters in the Marine Corps so that they may participate in national and international competition.

Match the following.

a. Role expectations

b. Role behavior

c. Role position

1) The commanding officer is a marksmanship instructor.

2) The officer explains the principles of marksmanship and demonstrates techniques on the firing line.

3) The officer shows proficiency and expertise both while explaining and when actually demonstrating on the firing line.

5. Match the following.

   a. Obligations of a football coach
   b. Rights of a football coach
   c. Obligations of a football player
   d. Rights of a football player

   1) Devising the best offense and defense to use against opposing teams
   2) Learning all assignments and following training rules to stay in the best condition
   3) Expecting a good plan of offense and defense to use against the opposing team
   4) Expecting all assignments to be learned and all training rules to be followed

---

6. Which are the leader's role partners in situations when he behaves as a leader?

   a. His peers
   b. His subordinates
   c. His friends
   d. His family

Now, check your answers on page 8.

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ANSWERS TO SUMMARY PRE-QUIZ 1

1. b
2. a
3. a-2, b-1, c-3
4. a-3, b-2, c-1
5. a-1, b-4, c-2, d-3
6. b

If all of your answers are correct, go to page 19 and read Summary 2. If you missed one or more questions, go to the next page and read the Detailed Summary.

Detailed Summary 1

Role Position, Role Behavior, and Role Expectations

Members of a society categorize individuals into "positions" which reflect or are related to the needs of that society. Thus, for example, family systems have a position occupied by a person referred to as "mother." Since age, sex, occupation, and social status are all basic differences which are of importance to the satisfaction of the needs of society, they are factors which are most often used to categorize individuals into role positions.

A "position," then, may be defined as a category of persons within a social relationship. For example, within the social relationship of the armed forces, commissioned officers would form such a category. The commanding officer of a unit, ship, or organization occupies a distinct position, different from that of a staff officer. Before a category can be properly described as a "position," there must be a consensus of at least two people about the definition of that category. On the other hand, some categories, such as those positions associated with age and sex, are generally perceived in the same way by all members of a society--for example, "small boy," "young woman," and "old man." Occupations which require a wide interaction with others outside of the occupation, such as barber, lawyer, taxi driver, are also positions defined by widely shared perceptions within a culture.

Clearly, within a culture, a particular position may be occupied by different people at different times. (The position of Brigade Commander, for example, is held by three different midshipmen each year.) Conversely, each person's position may change from time to time (just as, for example, a midshipman's position changes from plebe to youngster). In addition, an individual holds several positions at once, such as that of father, husband, naval officer, etc.

Closely associated to the concept of "position" is that of role behavior. This is the behavior of an individual that is relevant to the position he is occupying at a given time. This behavior may or may not conform to the behavior which is expected of him. Consider the case of a captain who communicates his orders poorly. The communication of orders is relevant to his role; hence, it is role behavior. However, this behavior does not conform to the expectation that a captain should communicate orders clearly. In short, the concept of role behavior is a descriptive one.

Role expectations, on the other hand, represent how an individual occupying a position is expected to behave. They are tied to norms or standards which prescribe a range of actions which are permissible, expected, or obligatory in the individual occupying a given position in a social structure. This range of actions is most often prescribed by society only tacitly.

In highly structured organizations such as the armed forces, however, obligations and expectations are clearly outlined in manuals. The role expectations of the midshipmen leaders from the brigade staff down through the squad leader are outlined in USNA Regulations. Although the individual working within a prescribed range selects behaviors and plays his role in a manner integral to his personality, the expectations associated with a role are inherent in the role and are not personal. Particular individuals, however, may deviate markedly in their actual behavior from these expectations. Departures from expectations may take two forms:

1. Failure to display behavior that is normally associated with the role, as in the case of the captain who has poor communication skills.
2. Introduction of behavior that is not normally associated with the role; for example, an assistant navigator interrupts a basketball practice session to correct the players.

Although the individual manifesting such departures from expected behavior may incur censure, nevertheless, the integrity of the role as it is perceived by society is not affected by such departures from norms. The Captain is still the Captain and the Assistant Navigator is still the Assistant Navigator, even though they exhibit behavior not consistent with expectations.

Society very often enforces behavioral norms through a process of socialization. This is an interactional process whereby a person's behavior is modified to conform with the expectations held by members of the group to which he belongs and which has expressed disapproval of his behavior. The effect of such censure upon the individual is not only to make him aware of his violations of expected or obligatory behavior, but also to develop feelings of guilt for his transgressions. Depending on the position or situation, however, a rather wide range of conduct is permissible in some cases, while not in others. For example, on a military post, all military personnel are expected to exchange salutes. On the battlefield, however, in sight of the enemy, a salute may even be forbidden.

The social system itself determines role expectations. Every social role has others to which it is related, and together, related social roles make up a system within which persons interact. The best known social system is perhaps the family.

If we examine social systems, we see that within a system every position has a counterposition associated with it. Persons occupying a position and a counterposition are known as role partners. The mother's role partner is her child, the doctor's is his patient, the leader's is his subordinate, and so on. Role partners are expected to behave in certain ways towards each other. What are the obligations of one become the rights and privileges of the other, and vice versa. In many cases it is the division officer's obligation to make recommendations for promotions and rewards for his subordinates. From the subordinate's point of view, these obligations are his (the subordinate's) rights and privileges. Conversely, it is the subordinate's obligation to carry out his division officer's orders and to show loyalty towards him. The division officer considers it his right to expect such behavior from his men.

In the following pages we shall see that this relationship between role partners is potentially one of the sources of role strain. Strain may arise when the rights associated with a position are not sufficiently rewarding to motivate the occupant of that position to carry out his obligations.

This is the end of Detailed Summary 1. Now, turn to the next page and take Summary Post-Quiz 1.

Summary Post-Quiz 1

Role Position, Role Behavior, and Role Expectations

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following statements correctly describes role position?

   a. Role position applies to the behavior one exhibits.

   b. Role position applies to the place a person holds because of certain behavior.

   c. Role position applies to a category of persons occupying a place within a social relationship.

   d. Role position applies to the behavior one is expected to exhibit.

---

2. Which are the leader's role partners in situations when he behaves as a leader?

   a. His friends

   b. His subordinates

   c. His family

   d. His peers

3. Match the following.

   a. Rights of a football coach

   b. Obligations of a football player

   c. Rights of a football player

   d. Obligations of a football coach

   1) Devising the best offense and defense to use against opposing teams

   2) Expecting all assignments to be learned and all training rules to be followed

   3) Expecting a good plan of offense and defense to use against the opposing team

   4) Learning all assignments and following training rules to stay in the best condition

---

4. Select the statement which correctly defines role behavior.

   a. The behavior of an individual that is relevant to the position he is occupying at a given time

   b. The behavior exhibited by an individual

   c. Behavior which is shared with others playing the same role

   d. Behavior a person is expected to exhibit because of his position

5. Match the following.

   a. Role position

   b. Role behavior

   c. Role expectations

   1) The behavior of an individual which is relevant to the position he is occupying at a given time

   2) A category of persons occupying a place within a social relationship

   3) Behavior which is tied to norms or standards which prescribe a range of actions for the individual occupying a given role

---

6. The Commanding Officer of the Marksmanship Training Unit at Quantico trains the best shooters in the Marine Corps so that they may participate in national and international competition.

   Match the following.

   a. Role expectations

   b. Role behavior

   c. Role position

   1) The commanding officer is a marksmanship instructor.

   2) The officer shows proficiency and expertise both while explaining and when actually demonstrating on the firing line.

   3) The officer explains the principles of marksmanship and demonstrates techniques on the firing line.

Now, check your answers on page 18.

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ANSWERS TO SUMMARY POST-QUIZ 1

1. c
2. b
3. a-2, b-4, c-3, d-1
4. a
5. a-2, b-1, c-3
6. a-2, b-3, c-1

Now, go to Summary 2 on the next page.

Summary 2

Role Strain

Role strain may be defined as a difficulty on the part of an individual in conforming to role expectations. The causes of role strain lie in both the nature of the social system and the nature of the individual. A primary source of role strain is conflicting or incompatible role expectations.

Another source of role strain is the situation resulting when a person occupies two roles simultaneously, and these roles are incompatible. This is defined as role conflict. The behaviors expected in a given role may be psychologically incompatible because they require the occupant of the role position to adopt conflicting behavioral predispositions or sets.

An individual is subject to a number of sets of expectations by virtue of the fact that he normally occupies a number of positions at any one time. Any of these sets of expectations may conflict with any other set.

Yet another source of role strain is a lack of clear definition of the behavior associated with a position, or lack of consensus regarding what kind of behavior is expected. This is most often the case when a role is new or changing. There may be disagreement on:

1. Whether the behavior is expected or essential to the role

2. The situations to which a particular role behavior is applicable

3. The range of behavior expected for a given role

The fact that an individual occupies a number of positions at once is not only a source of role conflict, but also may result in what is termed role competition. Role competition arises when an individual cannot adequately honor the expectations of each of the positions he must occupy because of limitations of time, space, energy, skill, etc.

Role strain, which often results from certain characteristics of a social system, may stem also from the nature of the individual who occupies a given role. Individual attributes that facilitate or interfere with successful role enactment may be either personal qualities such as the individual's physical characteristics, abilities or skills. They may also include socially conferred attributes such as an academic degree, a license, or other evidence of certification.

Cultural factors may constitute another source of role strain. Strain may result where role expectations and ideology are at variance because society itself has failed to reconcile contradictory social and cultural values.

It should be obvious by now that any system has many conflicting expectations. Fortunately, methods have been devised for resolving some of these conflicts so as to minimize role strain and produce smoother interaction within the system.

The establishment of clear priorities is one way of resolving conflicting expectations. The participants in the system recognize that certain obligations take precedence over others, and thus set up priorities of role expectations. By adhering to these priorities, the individual finds it easier to decide on appropriate behavior.

Where, on the other hand, role strain is likely to result from lack of a skill necessary for carrying out expected behavior, obviously the best course is to prevent the occurrence of role strain. This may be done either by acquiring the necessary skills before assuming a position, or, if choice is possible, opting for a position which is better suited to one's skills and attributes.

This is the end of Summary 2. Now, take Summary Pre-Quiz 2 on the next page.

Summary Pre-Quiz 2

Role Strain

Answer the following questions as indicated in your Student Guide.

---

1. In which is the main cause of role strain to be found?

   a. In the nature of the social system

   b. In the nature of the individual

   c. In the cultural system

   d. All of the above

---

2. To which situation is the term "role conflict" applied?

   a. An individual is confronted with role expectations which are conflicting, incompatible, or not clearly defined.

   b. An individual lacks the self-confidence necessary for assuming a new role.

   c. An individual does not conform to expectations associated with a new role category because these expectations conflict with his basic beliefs.

   d. An individual lacks the skills and attributes necessary for the successful performance of the role.

---

3. When does role competition result?

   a. When a person is unsure of all situations in which a particular role is applicable and gives up on doing anything

   b. When a person is required to exhibit several behaviors but cannot do so because of time and/or space constraints

   c. Both of the above

   d. None of the above

4. The Marine platoon leader, 2-LT Dixon, is given a combat order to take a heavily defended hill as quickly as possible, but at the same time he is told to advance very carefully because of the possibility of mines and booby traps.

Why might the lieutenant suffer role strain?

a. His role behavior is not clearly defined.

b. He is required to adopt opposite predispositions or psychological sets; hence, his role expectations are incompatible.

c. He cannot honor any role expectations because of time and space limitations.

d. His attitudes and needs conflict with role expectations.

---

5. LT Kimble, a junior officer assigned to the Destroyer School, has acquired many duties and obligations. Although he is primarily an instructor in marine engineering, he is also president of an elementary school PTA, a scout troop leader, a deacon in his church, a member of the board of directors for the Officers' Club, and officer representative for the pistol team. There are times when the lieutenant is snowed under by all his commitments.

When this happens, how would he resolve the role strain arising from too many competing role expectations?

a. By acquiring the skills necessary for the positions he occupies

b. By opting for positions for which he is better suited

c. By following his pre-established system of priorities

Now check your answers.

ANSWERS TO SUMMARY PRE-QUIZ 2

1. d
2. a
3. b
4. b
5. c

If all of your answers are correct, go to page 33 and read Summary 3. If you missed one or more questions, go to the next page and read the Detailed Summary.

Detailed Summary 2

Role Strain

Role behavior is not always in accordance with the behavior expected of the occupant of a position. Often, unfortunately, an individual does not conform to expected behavior because to do so would place too great a strain on him. Role strain, then, may be defined as an individual's difficulty in conforming to role expectations.

The causes of role strain lie both in the nature of the social system and the nature of the individual. A primary source of role strain is conflicting or incompatible role expectations. The term used to describe such a situation is role conflict. The behaviors expected in a given role may be psychologically incompatible because they require the occupant of the role to adopt opposite psychological sets. To illustrate this, on occasions a commanding officer is required to give counsel and be on generally friendly terms with his men. On the other hand, he must be authoritarian and maintain his distance from his subordinates when he issues orders.

An individual is subject to a number of sets of expectations by virtue of the fact that he normally occupies a number of positions at any one time. Any of these sets of expectations may conflict with the other. The Commanding Officer whose subordinate is a home town friend will have the problem of reconciling the behavior he should show towards him in the role of friend with the behavior he should show as a commander.

Generally, the more explicit and specific an expectation is, the easier it is to conform to it, and the more smoothly the system functions. When the behavior associated with a position is not clearly defined or there is lack of consensus regarding what kind of behavior is expected, role strain is likely to occur. This is most often the case when a role is new or changing. There may be disagreement on:

1. Whether the behavior is expected or essential
2. The situations in which a particular role behavior is applicable
3. The range of behavior expected for a given role

The following incident illustrates a lack of consensus about expected behavior.

> At the Officers' Club, ENS Love is invited by two of his senior officers to join them for a beer. Although both officers are of equal rank (lieutenants), they disagree on how an ensign should conduct himself on certain occasions. One believes that a definite social distance exists and that an ensign should always act accordingly, that is, ~~in~~ a formal, respectful manner. The other lieutenant believes that during off-duty hours, familiarity between officers of any rank is permissible. Being aware of their differing expectations, the ensign is at a loss to know how he should behave.

The fact that an individual occupies a number of positions at once is not only a source of role conflict, but also may result in what is termed role competition. Role competition arises when an individual cannot adequately honor the expectations of each of the positions he must occupy because of limitations of time, space, energy, etc. Any naval officer who is also a family man must experience this form of role strain. His role as a naval officer requires him to be away from home for many months at a time. On the other hand, his roles of husband and father make equally pressing demands on his time.

Role strain, which often results from certain characteristics of a social system, may stem also from the characteristics of the individual who occupies a given role. These causes of role strain may be classified as individual factors or personality factors. Either the individual is not suited to the role he is performing, or the role he is performing (however capably) is not suited to his needs. For example, an individual may lack the necessary skill or he may simply fail to have obtained the required certification. On the other hand, his self-concept may be at variance with the behavior expected for the role. A person who, in spite of the fact that he views himself as shy and reserved, has been appointed public affairs officer, is likely to experience role strain because his self-concept does not conform to the behavior he will be expected to show in such a position.

A final source of role strain is to be found in cultural factors. Strain may result where role expectations and ideology are at variance because society itself has failed to reconcile contradictory social and cultural values. In the military service, for example, military protocol seems to involve a denial of equality which runs counter to the strong emphasis placed on equality in American society. A subordinate who has not reconciled the nonegalitarian philosophy of the military hierarchy with the civilian world's emphasis on equality for all is likely to suffer role strain when he is expected to show deference to rank and authority. Often, this reconciliation takes place when the subordinate realizes that his position also carries certain rights and privileges of role partners.

It should be obvious by now that any system has many conflicting expectations. Fortunately, methods have been devised for resolving some of these conflicts so as to minimize role strain and produce smoother interaction within the system. The establishment of clear priorities is one way of resolving conflicting expectations. The participants in the system recognize that certain obligations take precedence over others and thus priorities of role expectations are set up. By adhering to these priorities, the individual finds it easier to decide on appropriate behavior. A good example of how priorities work is the case of a lieutenant who has a Monday deadline for completing an operational readiness report. In order to meet the deadline, he decides to sacrifice seeing the Army-Navy game on Saturday rather than disappoint his family by not being with them on Sunday. Clearly, the priorities set up are those of Navy first, family second, and last of all, personal interests.

Obviously, where role strain results from lack of certain skills necessary for carrying out role behavior, the best course is to prevent the occurrence of role strain. This may be done either by acquiring the necessary skills before assuming a position, or, if a choice is possible, opting for a position which is better suited to one's skills and attributes.

This is the end of Detailed Summary 2. Now, go to the next page and take Summary Post-Quiz 2.

Summary Post-Quiz 2

Role Strain

Answer the following questions as indicated in your Student Guide.

---

1. When does role competition result?

   a. When a person is required to exhibit several behaviors but cannot do so because of time and/or space constraints

   b. When a person is unsure of all situations in which a particular role is applicable and gives up on doing anything

   c. Both of the above

   d. None of the above

---

2. In which is the main cause of role strain to be found?

   a. The nature of the individual

   b. The cultural system

   c. The nature of the social system

   d. All of the above

---

3. To which situation is the term "role conflict" applied?

   a. An individual lacks the self-confidence necessary for assuming a new role.

   b. An individual does not conform to expectations associated with a new role category because these expectations conflict with his belief system.

   c. An individual lacks the skills and attributes necessary for the successful performance of the role.

   d. An individual is confronted with role expectations which are conflicting, incompatible, or not clearly defined.

4. LT Kimble, a junior officer assigned to the Destroyer School, has acquired many duties and obligations. Although he is primarily an instructor in marine engineering, he is also president of an elementary school PTA, a scout troop leader, a deacon in his church, a member of the board of directors for the Officers' Club, and officer representative for the pistol team. There are times when the lieutenant is snowed under by all his commitments.

When this happens, how might he best resolve the role strain arising from too many competing role expectations?

a. By opting for positions for which he is better suited

b. By following his pre-established system of priorities

c. By acquiring the skills necessary for the positions he occupies

---

5. The Marine platoon leader, 2-LT Dixon, is given a combat order to take a heavily defended hill as quickly as possible, but at the same time he is told to advance very carefully because of the possibility of mines and booby traps.

Why does the lieutenant suffer role strain?

a. His role behavior is not clearly defined.

b. He is required to adopt opposite predispositions or psychological sets; hence, his role expectations are incompatible.

c. His attitudes and needs conflict with role expectations.

d. He cannot honor any role expectations because of time and space limitations.

Now check your answers.

ANSWERS TO SUMMARY POST-QUIZ 2

1. a
2. d
3. d
4. b
5. b

Now, go to Summary 3 on the next page.

Summary 3

Communication Structures

The pattern formed by whatever channels of communication are permitted between individuals in a group is known as a communication structure. These may be ordered on a continuum ranging from free to restrictive.

A *free communication* structure is one in which each person is free to talk to anyone else in the group. The effect of a free structure on a group is that (1) group members are given more independence and (2) group members are generally satisfied.

A *restrictive communication* structure is one in which each group member can communicate with a central person but not directly with anyone else. The effect of a restrictive structure on a group is that (1) group members must rely on a central person for information, thereby increasing the power of that central person, (2) group members are generally dissatisfied, and (3) group members may become frustrated and alienated due to a total dependence on the central person.

The above generalizations are supported by the experimental research on pure communications systems done by Harold J. Leavitt.[1] These experiments involved four experimental groups. Each group represented a different type of communication structure.

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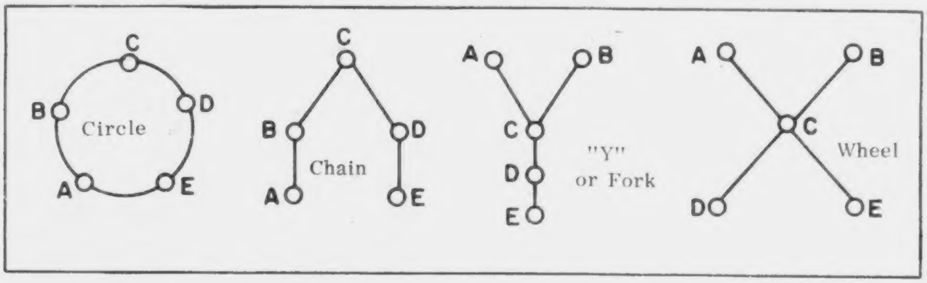
[1] Leavitt, Harold J. "Some Effects of Certain Communication Patterns on Group Performance." *Journal of Abnormal and Social Psychology*, 46 (1951), 38-50.



The group members were seated around a table. Each member was separated from the others by a partition containing a slot through which he could pass notes. Each member was given five symbols from a set of six. Only one symbol was held in common by the group. The task for the entire group was to discover as rapidly as possible which symbol it held in common. Communication between members of the group was restricted in the following ways:

In the circle, messages could be passed only to the persons on the right or left, not to those across the circle.

In the chain, messages could be passed in the same directions as in the circle, but without being able to complete the circuit.

In the Y, or fork, A, B, and D could communicate with C. E could communicate only with D.

In the wheel, members could communicate only with the central member.

The four structures, in addition to illustrating four degrees on a free communication-restrictive communication continuum, also represented different degrees of centrality, i.e., a clearly distinguishable central position.

Each group was given fifteen consecutive trials on one pattern. Thus, the groups were able to develop a plan of operation during the initial trials which increased their efficiency during later trials.

The following results were observed:

1. The wheel-patterned group was the most rapid in developing a plan of operation. Outer members sent information to the central member who determined the answer and sent it back to all members. This group was the fastest and most accurate. Only the central man was satisfied with his job.

2. The Y-patterned group, sometimes called the "FORK," adopted the same plan as the "WHEEL"; i.e., sending all information to the central member C who figured the solution and sent it out to the other members. Being less restricted, however, the "FORK" group was slower than the "WHEEL" group in arriving at their plan of operation.

3. In the chain pattern, the most centrally positioned member usually solved the problem, but occasionally different members acted as leaders.

4. In the circle, no consistent plan of action developed. Each member, after sending messages back and forth, was able to solve the problem for himself. Although this structure was the least efficient, the possibility of independent action resulted in the highest feelings of satisfaction even though the group was leaderless.

Leavitt concludes from these findings that whenever centrality (i.e., a restrictive communication pattern) limits independence of action of individual members of a group, those members who are not centrally located and who are consequently dependent on the central position (the leader) will be dissatisfied with their work. On the average, morale was lowest in the highly organized "WHEEL" where there was no communication among members except through a clearly recognized leader. However, there is no doubt that the most restrictive communication structure (i.e., one where a central leader is clearly recognized) is the most effective for getting a job done.

This is the end of Summary 3. Now, take Summary Pre-Quiz 3 on the following page.

Summary Pre-Quiz 3

Communication Structures

Answer the following questions as indicated in your Student Guide.

---

1. Which statement correctly describes the effects of a free communication structure on group members' behavior?

   a. The lack of a leader leads to the satisfaction of the group members.

   b. Group members are generally dissatisfied because they are given too much independence.

   c. Group members are given more independence, and, as a result, are generally satisfied.

   d. Group members are generally dissatisfied because of a lack of clear responsibility.

   e. None of the above

---

2. Which statement correctly describes the effects of a restrictive communication structure on group members' behavior?

   a. The power of the central person increases because group members must rely on him for information.

   b. Group members are generally satisfied when the burden of decision-making is taken on by a central person.

   c. Group members may become frustrated and alienated due to total dependence on a central person.

   d. Group members eventually elect a new leader to replace the restrictive leader.

   e. Both a and b above

   f. Both a and c above

3. List the four communication patterns used in Leavitt's research study.

4. Match the diagrams to the appropriate cómmunication conditions.

a. Most restrictive

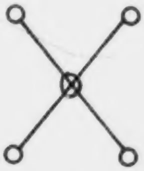
b. Most free

c. Highest centrality

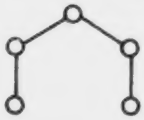
d. Lowest centrality

Note: You need not associate all the diagrams with the selected descriptions--some may be used more than once and others not at all.

1)



2)



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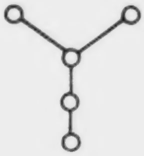
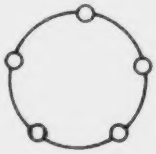


4)



5. Which statement correctly describes the general results of free and restrictive communication structures, as derived from Leavitt's study?

a. The least restrictive communication pattern was the most expedient.

b. Although there was a difference in degrees of satisfaction between the various conditions, there was no difference in the efficiency of communication.

c. The most restrictive communication pattern was the most expedient.

d. None of the above

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 3

1. c
2. f
3. chain, wheel, Y or fork, circle (any order)
4. a-1, b-4, c-1, d-4
5. c

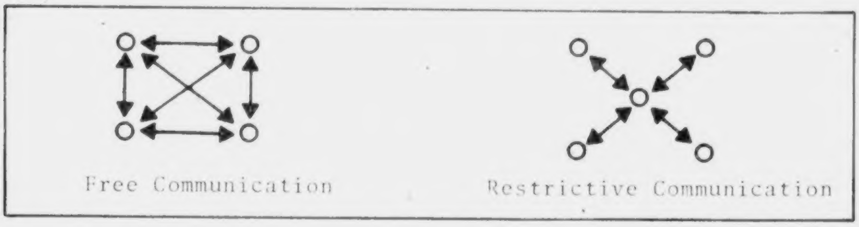
If all your answers are correct you have finished this segment. If you missed one or more questions, go to the next page and read Detailed Summary 3.

Detailed Summary 3

Communication Structures

The way in which communication is permitted to take place in an organization has a direct bearing on both the effective performance of a task and the well-being of the members of the group involved. The pattern formed by whatever channels of communication are permitted between individuals in a group is known as a communication structure. Theoretically, this pattern may vary from one extreme, where all members of the group are free to talk to every other member, to the other extreme, where each group member can communicate with a central person but not with anyone else. The former is termed a free communication structure, while the latter is known as a restrictive communication structure.

The following diagram illustrates the channels of communication available to groups organized into these two structures.



Between these two extremes lie any number of possible structures, each exhibiting varying degrees of freedom or restriction of communication channels.

If, then, so many communication structures are possible, which of these, one may ask, is the most effective? What effect does free communication or restrictive communication have on behavior? We shall get precise answers to these and other questions when we examine a research study on the subject by Harold Leavitt.[1] In general terms, however, the following effects have been observed at the two extremes of the free-restrictive continuum:

1. Free communication structures have the effect of giving group members more independence. As a result, members are generally satisfied with their work and have high morale.
2. Restrictive communication structures give little independence to group members because they must rely entirely on a central person (the leader) for information. As a result, the power of the central person is increased, group members tend to be dissatisfied with their work, and they may become frustrated and alienated.

The above generalizations are supported by Leavitt's experimental research on pure communications systems. In these experiments, twenty groups of five men were assigned a uniform task. The members of each group were required to communicate with each other according to one of four communications structures, Circle, Chain, Fork or "Y", and finally the Wheel, as shown in the diagram on the following page. The circles on the diagrams indicate positions occupied by the men, and the lines between positions indicate the communication channels open to them.

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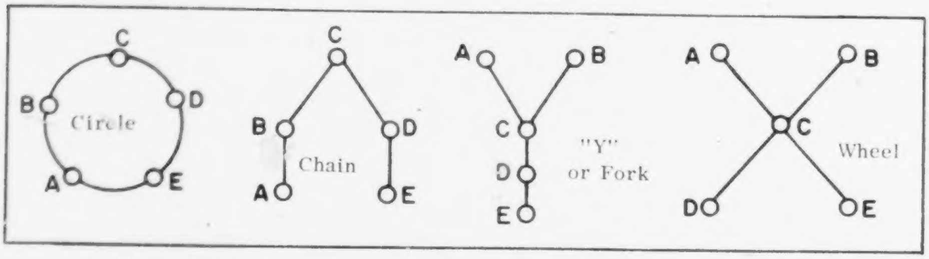
[1] Leavitt, Harold J. "Some Effects of Certain Communication Patterns on Group Performance." Journal of Abnormal and Social Psychology, 46 (1951), 38-50.



The group members were seated around a table, each separated from the others by a partition containing a slot through which notes could be passed. Each member was given a card on which appeared five (out of six possible) symbols. Each of these cards had a different symbol missing from it. Thus, in a set of five cards, there was only one symbol common to all five. The task for the entire group was to discover as rapidly as possible which was the common symbol. Communication in each group was restricted in the following ways.

In the circle, messages could be passed only to persons on the right or left, not to persons across the circle.

In the chain, messages could be passed in the same directions as in the circle, but without providing direct communication between A and E.

In the Y, or fork, A, B, and D could communicate with C. E could communicate only with D.

In the wheel, members could communicate only with the central member.

The four structures represented four degrees of centrality, ranging from the circle, which has no clear central position, to the wheel, which features a clear, unambiguous central position. In addition, the structure illustrated four degrees on a free-restrictive communication continuum--the circle and the wheel representing two extremes.

Each group was given fifteen consecutive trials on one pattern. Thus, the groups were able to develop a plan of operation during the initial trials which increased their efficiency during later trials.

The following results were observed.

1. The wheel-patterned group was the most rapid in developing a consistent plan of operation. By the fourth or fifth trial, outer members were sending information to the central member who determined the answer and sent it back to all members. By following this organization, the group was able to work faster and more accurately than all other groups and needed the least number of messages to accomplish the task. However, only the central member reported satisfaction with his job.
2. The "FORK" adopted the same plan as the "WHEEL"; i.e., sending all information to the central member who figured the solution and sent it out to the other members. Being less restricted, however, the "FORK" group was slower than the "WHEEL" group in arriving at their plan of operation. Again, only the central (decision-making) member was happy with his job.

3. In the chain pattern, organization was slower in emerging than the "Y"'s or the wheel's. Information was usually funneled in from both ends to C who then sent the answer back in both directions. Occasionally, however, B and D reached an answer decision and passed it to C.
4. In the circle, no consistent plan of action developed. Most commonly, messages were sent in both directions until any member received an answer or worked one out. This lack of efficient organization resulted in slow work, more errors, and a great number of messages. On the other hand, errors were more often corrected than by other groups. Of greater significance, the possibility of independent action on the part of each group member resulted in the highest feelings of satisfaction towards the work environment.

In general, then, the picture formed by the results is of differences in the order: wheel, "Y" or fork, chain, circle. The wheel at one extreme is least active, has a distinct leader, is well and stably organized, works quickly and efficiently, yet is unsatisfying to most of its members. On the average, morale was lowest in the highly organized "WHEEL" where there was no communication among members except through a clearly recognized leader. The circle, at the other extreme, is active, leaderless, unorganized, erratic and inefficient, yet is enjoyed by its members.

Leavitt concludes from these findings that whenever centrality (i.e., a restrictive communications structure) limits independence of action of individual members of a group, those members who do not occupy a central position and who are consequently dependent on the central position (the leader) will be dissatisfied with their work. However, there is no doubt that the most restrictive communication pattern (i.e., one where a central leader is clearly recognized) is the most effective for getting a job done.

Up to this point, we have examined the ways in which pure communications networks function. By their very nature, pure communications systems operate without any outwardly imposed authority--it is the relationships between positions in the structure which determine who is to be in authority, i.e., the most centrally-positioned person. In military organizations, on the other hand, positional authority is imposed from outside the structure. Hence, although the experimental data on communications networks may have some relevance to informal situations within the military, they are not strictly applicable to communication in formal military organizations.

This is the end of Detailed Summary 3. Now, go to the next page and take the Quiz.

Summary Post-Quiz 3

Communication Structures

Answer the following questions as indicated in your Student Guide.

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1. Which statement correctly describes the effects of a free communication structure on group members' behavior?

   a. The lack of a leader leads to the satisfaction of the group members.

   b. Group members are generally dissatisfied because they are given too much independence.

   c. Group members are generally dissatisfied because of a lack of clear responsibility.

   d. Group members are given more independence, and as a result, are generally satisfied.

   e. None of the above

---

2. List the four communication patterns used in Leavitt's research study.

3. Which statement correctly describes the effects of a restrictive communication structure on group members' behavior?

   a. Group members are generally satisfied when the burden of decision-making is taken on by a central person.

   b. Group members may become frustrated and alienated due to total dependence on a central person.

   c. Group members eventually elect a new leader to replace the restrictive leader.

   d. The power of the central person increases because group members must rely on him for information.

   e. Both a and b above

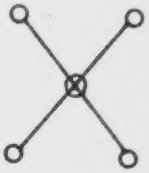
   f. Both b and d above

4. Match the diagrams to the appropriate communication conditions.

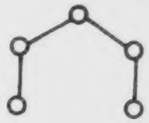
a. Highest centrality
b. Lowest centrality
c. Most restrictive
d. Most free

Note: You need not associate all the diagrams with the selected descriptions--some may be used more than once and others not at all.

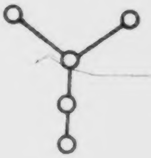
1)



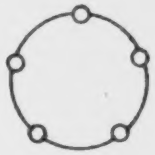
2)



3)



4)



5. Which statement correctly describes the general results of free and restrictive communication structures, as derived from Leavitt's study?

a. Although there was a difference in degrees of satisfaction between the various conditions, there was no difference in the efficiency of communication.

b. The most restrictive communication pattern was the most expedient.

c. The least restrictive communication pattern was the most expedient.

d. None of the above

Now, check your answers on page 52.

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ANSWERS TO SUMMARY POST-QUIZ 3

1. d
2. chain, wheel, "Y" or fork, circle (any order)
3. f
4. a-1, b-4, c-1, d-4
5. b

This is the end of Part Three, Segment V.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment V
Relation of the Individual to the Group

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

RELATION OF THE INDIVIDUAL TO THE GROUP

PROGRESS CHECK

Question 1.

Shortly after he was promoted, Electrician's Mate Harvey was directed to assemble a five-man detail to repair a malfunctioning generator. He chose five close friends with whom he had worked prior to his promotion. As EM Harvey told the men how he wanted the generator disassembled and repaired, he noted a definite attitude of resentment in his friends.

Select the statement which describes why EM Harvey's men were resentful of his authority.

a. EM Harvey's promotion proved his superior qualifications and the men were resentful of his special ability and proficiency.

b. EM Harvey was experiencing difficulty because he was very insecure in his new command and fearful the men would discover his weakness.

c. EM Harvey's determination to repair the generator quite naturally caused a role conflict between his role as a recent member of the group, and his new role as a leader of the same group.

d. EM Harvey's former association with the men and premature reassignment as their leader is an example of role competition; EM Harvey himself felt as though he was still a member of the group although he was detailed to command it.

Question 2.

Select the two main causes of role strain.

1) Role separation
2) Role competition
3) Role reversal
4) Role conflict

a. 1 and 3
b. 2 and 4
c. 3 and 4
d. 1 and 4

Question 3.

Select the correct definition of role conflict.

a. When a person is required to establish a priority over several behavior patterns but is unable to choose one best suited to him because of external pressures or circumstances

b. When a person is required to exhibit several behaviors but cannot because of time and/or space constraints

c. When a person occupies two roles simultaneously and the role presents time constraints

d. When a person occupies many roles simultaneously and finds that several of the roles are incompatible

Question 4.

Correctly identify the following definitions.

1. The pattern of behavior that is relevant to the role position an individual is occupying at a given time
2. The categorization of individuals in society according to their differences
3. Behavior that is expected of a person because of the position he occupies in society

a. 1. Role behavior, 2.. Role position, 3. Role expectations

b. 1. Role position, 2. Role behavior, 3. Role expectations

c. 1. Role behavior, 2. Role expectations, 3. Role position

d. 1. Role behavior, 2. Role affectations, 3. Role position

Question 5.

LTJG's Golden and Johnson served together aboard the USS Foster for two years in the Engineering Department. They had graduated from the Naval Academy together. While at sea, their wives shared an apartment in San Francisco. LTJG Golden was promoted to LT and became Chief Engineer. Two repairmen under LTJG Johnson's supervision caused a serious leak in the ship's cooling system; LT Golden conducted an investigation and found that LTJG Johnson was to blame. Golden was deeply troubled by the decision that confronted him.

Select the correct method of resolution for LT Golden's role conflict.

a. Training for new role

b. Role discontinuity

c. Setting up priorities

d. Establishing of equal criteria

Question 6.

Select the statement that correctly describes the effects of a free-communication structure on the group members' behavior.

a. Group members are generally more able to identify with the principal objectives of the group.

b. Group members are given more independence and generally are more satisfied.

c. Group discipline is improved and morale is generally higher.

d. The responsibilities of the group's leaders are reduced significantly since each group member has greater access to vital information and is therefore better informed.

Question 7.

Select the statement which describes the effects of a restrictive communication structure on the group members' behavior.

a. A restrictive communication structure causes the group member to limit his communication with the individual of the next highest rank.

b. A restrictive communication structure generally eases interpersonal relations within the group because communication delineation is obvious.

c. A restrictive communication structure causes the group members to rely entirely on the leader for information which in turn precipitates a feeling of general frustration within the group.

d. A restrictive communication structure denies group members access to the leader, which causes the group to become dissatisfied.

Question 8.

Complete the following statement:

A communication structure in which all messages go to the central member, who is the only one with direct communication with all others, is called a:

a. Free communication structure
b. Independent communication structure
c. Restrictive communication structure
d. Central communication structure

Question 9.

BM Swain tried to encourage on open exchange of opinions among the members of his crew. He permitted each crew member to discuss matters of concern with him or with anyone else in the group.

From the following choices, identify the type of communication structure employed by BM Swain.

a. Restrictive communication structure
b. Central communication structure
c. Free communication structure
d. Independent communication structure

Question 10.

Identify the statements which correctly define the circle and chain forms of communication structure.

1. A form of communication structure in which all messages go to the central member, who is the only one with direct communication with the other members.
2. A form of communication structure in which all messages are passed as in the circle form but without a complete circuit.
3. A form of communication structure in which several members form a chain, and a single member communicates with only one of the members of the chain.
4. A form ~~of~~ communication structure in which messages can be passed to the left or right only.

a. 1. circle form, 3. chain form

b. 2. chain form, 4. circle form

c. 3. chain form, 4. circle form

d. 2. circle form, 3. chain form

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Three SEGMENT V

REMEDIATION TEXT Syndactic Text - VOL III-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Detailed Summary 1; pages 10-13 Detailed Summary 2; pages 25-27
2	b	Detailed Summary 2; pages 25-27
3	d	Detailed Summary 2; page 25
4	a	Detailed Summary 1; pages 9-11
5	c	Detailed Summary 2; pages 28-29
6	b	Detailed Summary 3; pages 42, 44-45
7	c	Detailed Summary 3; pages 42, 44-45
8	c	Detailed Summary 3; pages 41-43
9	c	Detailed Summary 3; pages 41-43
10	b	Detailed Summary 3; pages 43-45
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

PROGRAM FRAME ANSWERS

PART THREE

Segments, I, II, III, IV

PROGRAM FRAME ANSWERS

PART Three SEGMENT I TYPE Audio Panel Book PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	c
2	b
3	b
4	a
5	d
6	a
7	d
8	c
9	b
10	d
11	a
12	c
13	b
14	a
15	d
16	d

PROGRAM FRAME ANSWERS

PART Three SEGMENT II TYPE Audio Panel Book PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	c
2	c
3	c
4	c
5	d
6	d
7	b
8	b
9	c
10	a
11	c
12	a
13	b
14	d

PROGRAM FRAME ANSWERS

PART Three SEGMENT III TYPE Audio Panel Book PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	b
2	a
3	d
4	c
5	c
6	b
7	b
8	b
9	b
10	d
11	b
12	d
13	b
14	d

PROGRAM FRAME ANSWERS

PART Three SEGMENT IV TYPE Audio Panel Book PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	d
2	b
3	c
4	c
5	d
6	a
7	c
8	c
9	b
10	d
11	d